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Designed to relate to the ongoing curriculum of the Milwaukee Public Schools, these first- and second-semester teacher guides for Spanish school telecasts at the fifth grade level comprise only one part of a series developed for the use of FLES teachers in many subject areas. A brief description of course purposes, methods, classroom teacher role, and additional teacher resources is followed by specific instructions for the audiolingual presentation of 48 lessons based on everyday situations. Each instructional lesson provides explanations of the telecasts, language patterns, review material, and suggested followup activities for use by the classroom teacher. Review lessons appear after every third presentation. For a related document for the sixth grade level, see FL 001 240. (CW)

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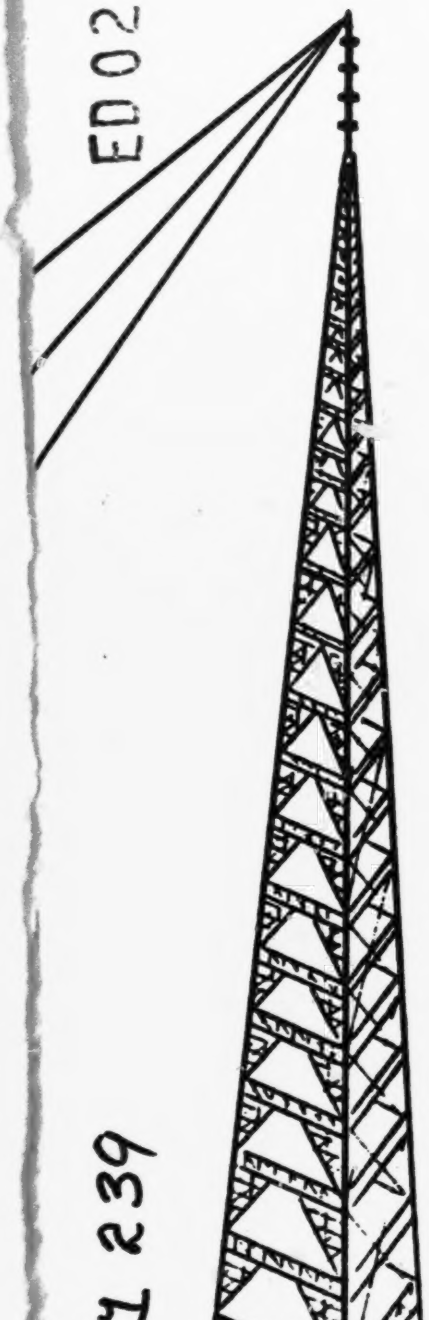

FOREIGN LANGUAGE FOR YOU

SPANISH

SEMESTER I

FIFTH GRADE

FL001239

INSTRUCTIONAL TELEVISION
FOR THE
5th GRADE

FOREIGN LANGUAGE FOR YOU

A Teacher Guide
for
SPANISH

Semester I

Prepared by the
Department of Elementary Curriculum and Instruction
and the
Department of Instructional Resources

Division of Curriculum and Instruction
Milwaukee Public Schools
1968
(Reprint)

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FOREWORD

The Spanish school telecasts have been prepared as one of several instructional telecast series for use by elementary teachers in the Milwaukee Public Schools. These telecasts are intended to provide Milwaukee school children with a rich, well-developed resource for the classroom.

It is hoped that this guide and the resources of television will help each classroom teacher to fulfill more completely his potentialities as a teacher.

The telecasts are designed to relate to the ongoing curriculum and their primary purposes are as follows:

1. To feature introductory motivations which will allow classes freedom of choice to interpret and develop activities in many different directions.
2. To encourage pupils to develop and improve processes of thinking and planning as they participate in classroom activities.
3. To provide pupils with rare and unusual experiences through the medium of television which would be difficult or impossible to do in the classroom.

The instructional telecasts produced by the Milwaukee Public Schools are broadcast in cooperation with WMVS-TV transmitting on Channel 10. The station is owned and operated by the Milwaukee Vocational and Adult Schools, and provides broadcast services for a number of agencies throughout the greater Milwaukee area.

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SPANISH: SEMESTER I

TO THE TEACHER

In the elementary school at the fifth grade level there is a 40-minute weekly time allotment for instruction in Spanish. The time spent viewing the telecast should be considered a part of the time allotted for Spanish instruction.

Purposes of the Course

To help pupils obtain a better idea of what foreign language study is like.
To create interest in other peoples' languages and their customs.
To develop the ability to understand and speak a foreign language within a framework of limited conversational expressions.
To enrich learning by correlating a foreign language with other phases of the school curriculum such as: social studies, art, music, and physical education.

The Telecasts

The lessons, based on familiar everyday expressions, are developed by using the language pattern technique. These patterns provide the structure for developing further units of vocabulary.

The basic teaching procedure used in the telecasts follows the methods advocated by the Modern Language Association and the United States Office of Education:

> "The first presentation of vocabulary and structure is oral without any reference to the printed page, so that the pupils are able to say easily all the material they

are going to read. This procedure has the following advantages:

1. The pupil pronounces more accurately by imitation of the spoken sounds and his pronunciation is not influenced by a spelling which may resemble English.

2. Fluency is assured and no time is lost in interpreting new vocabulary, since the pupil already knows what the sentences say and needs only to practice recognizing the written forms as he did when he began reading his own language."[1]

The Role of the Classroom Teacher

In order for pupils to receive maximum benefit from the telecasts, it is recommended that the classroom teacher use the following procedures:

1. Establish the proper attitude and climate for learning a foreign language.
2. Prepare the pupils for each telecast by reading the "Explanation of Telecast" to them.
3. Read the English translation of the day's lesson to the pupils in order to familiarize them with the meaning of the Spanish sentences they will hear on the telecast.
4. Do not pronounce the Spanish expressions for the class prior to the telecast.
5. Insist on complete attention and active participation by the pupils during the telecast.
6. Participate with your pupils during the telecast by standing near the television set and imitating and repeating the expressions being taught.
7. Delay writing the conversational patterns until they have first been shown in print on the telecast.

---

[1] Modern Foreign Languages in the Elementary School-Teaching Techniques, Elizabeth Keese, Specialist, Foreign Languages, U.S. Dept. of Health, Education, and Welfare, 1960.

The Role of the Classroom Teacher (Continued)

8. Discourage pupils from writing in phonics what is heard on the telecast.
9. Confine the use of Spanish in the classroom to those basic language patterns used on the telecast. This will help to eliminate common errors made by pupils in grammatical structure.
10. Use the various Spanish expressions in appropriate situations during the school day.
11. Devote five minutes after each telecast to language practice. Suggested activities appear at the end of each lesson.
12. Use the record in the following manner:
    - -Listen to the conversational part of the lesson firs to hear the rhythm and melody of the language.
    - -Listen to the conversational part of the record agai for comprehension.
    - -Play the second part of the lesson that contains the pauses for pupil repetition. Proceed as follows
        - Entire class imitates the voice on the record.
        - Sections of the class imitate the voice.
        - Individual pupils imitate the voice.
13. Encourage pupils to borrow the recordings for home practice. These recordings contain all of the language patterns presented in the telecast lessons.
14. Delay the use of any Spanish readers in the fifth grade. Designated readers will be available in the sixth grade.

Additional Help For Teachers

Telecast Lessons For Teachers

A series of lessons designed especially to help the classroom teacher will be telecast each semester. These telecasts will acquaint the classroom teacher with the lesson material prior to the pupil telecasts.

In-Service Course

An in-service course is offered each year in order to help classroom teachers become more acquainted with Spanish.

Additional Help For Teachers (Continued)

Visits

The services of the studio teacher and supervisors are available for additional help in the selection of additional materials and in developing Spanish skits and programs. Teachers are requested to make arrangements for these visits with their principal.

Visual Cue Cards

Visual Cue Cards have been prepared for each language pattern in every lesson. The back of each Visual Cue Card contains the Spanish expression, the phonetic pronunciation, and the English translation. They are a valuable aid in providing a visual stimulus to help the pupils more easily recall the language patterns. Their continued use is recommended for more effective learning.

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Spanish is not really as new to us as we might think. There are many Spanish words that we already know. In this lesson we will hear some familiar words and we will learn some that are new.

Here are some pointers that will help you learn Spanish:

1. Listen carefully to the Spanish sentence.
2. Pay close attention to the objects being used. They will help you determine the meaning of what is being said in Spanish.
3. Watch carefully and imitate silently the movement of the lips and tongue of the studio teacher as she models the Spanish sentence.
4. Repeat aloud as accurately as you can when instructed by the studio teacher.
5. Practice each expression until you know it by heart. Use the record to help you. Use these expressions in class, at home, or with your friends.
6. Listen as I read the English translations to you before each telecast so you will be familiar with what you will hear in Spanish on the telecast.

LANGUAGE PATTERNS

Buenos días.	Good day.
Buenas tardes.	Good afternoon.
Buenas noches.	Good evening.
Es el burro.	It is the donkey.
. . . bronco.	It is the bronco.
. . . pinto.	It is the pinto.
. . . corral.	It is the corral.
. . . rodeo.	It is the rodeo.
. .la hacienda.	It is the hacienda.
Adiós.	Good-by.

SUGGESTED FOLLOW-UP ACTIVITIES

1. What are the advantages of starting foreign language study in the fifth grade?
2. How are we going to learn the Spanish expressions?
3. What other Spanish words to we already know?

SUGGESTED FOLLOW-UP ACTIVITIES (Continued)

4. Play the record. Hold up the Visual Cue Card appropriate to each expression. Have pupils repeat the expression during each pause on the record. After a few more repetitions have the pupils give the expression without hearing the record. After all the expressions have been practiced in this way, change the sequence of the Visual Cue Cards and ask for responses.

VISUAL CUE CARDS

It is suggested that the classroom teacher use the Visual Cue Cards in teaching the expressions for each lesson.

RECORD

SPANISH SEMESTER 1, Band 1

NOTE: In the lessons that contain more than one technique in the follow-up activities, the teacher should select those preferred.

ME LLAMO (MY NAME IS) LESSON 2

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Today you will learn to ask the Spanish question, "What is your name?" and to answer, "My name is _______." Before each telecast, I will read the English translations to you so you will be familiar with what you will hear in Spanish on the telecast.

REVIEW

Buenos días.	Good day.
Buenas tardes.	Good afternoon.
Buenas noches.	Good evening.
Repitan ustedes.	Repeat.
¡Bueno!	Good!
Adiós.	Good-by.

LANGUAGE PATTERNS

¿Cómo se llama usted?	What is your name?
Me llamo Juan.	My name is John.
. . . . .Rosa.	My name is Rose.
. . . . .Pedro, a sus órdenes.	My name is Peter, at your service.
. . . . .María, a sus órdenes.	My name is Mary, at your service.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record. Follow the procedure indicated in the section entitled "To the Teacher." Stress the importance of pronouncing the expressions accurately.

SUGGESTED FOLLOW-UP ACTIVITIES (Continued)

2. Hold up the Visual Cue Cards for this lesson. Ask the question, ¿Cómo se llama usted? Pupils respond, Me llamo ________ or Me llamo ________, a sus órdenes corresponding to the card that the teacher holds.
3. Practice using the Chain Dialogue technique:

Pupil A: Me llamo (name), (Points to himself)
¿Cómo se llama usted? (Points to Pupil B)
Pupil B: Me llamo ________, a sus órdenes.
¿Cómo se llama usted? (Points to Pupil C)

VISUAL CUE CARDS

It is suggested that the classroom teacher use the Visual Cue Cards in teaching the expressions for each lesson.

RECORD

SPANISH SEMESTER 1, Band 2

NOTE: A list of Spanish names may be obtained on request from the Studio Teacher. Help in pronouncing these Spanish names may also be requested.

SE LLAMA (HIS) (HER) NAME IS LESSON 3

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

In our last lesson you learned to ask "What is your name?" ¿Cómo se llama usted? Today you will learn to ask "What is the teacher's name?" and to give the answer.

REVIEW

Buenos días.	Good day.
¿Cómo se llama usted?	What is your name?
Me llamo _______, a sus órdenes.	My name is _______, at your service.

LANGUAGE PATTERNS

¿Cómo se llama el señor profesor?	What is the teacher's name? (masc.)
. . . . .la señorita profesora?	What is the teacher's name? (fem.)
. . . . .la señora profesora?	What is the teacher's name?
Se llama el señor Brown.	His name is Mr. Brown.
. . . . .la señorita Jones.	Her name is Miss Jones.
. . . . .la señora Smith.	Her name is Mrs. Smith.
¿Cómo se llama su profesor?	What is your teacher's name? (masc.)
. . . . .su profesora?	What is your teacher's name? (fem.)

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record. Follow the procedure indicated in the section entitled "To the Teacher." Stress the importance of pronouncing the expressions accurately.
2. Have the entire class repeat during each pause on the record. Then have sections of the class repeat. Example: boys, girls, row 1, etc. Then point to individual pupils at random.

SUGGESTED FOLLOW-UP ACTIVITIES (Continued)

3. Ask the pupils ¿Cómo se llama el señor profesor? as you hold up the appropriate Visual Cue Card. Pupils are to answer Se llama _______ supplying the name of a teacher in the school building. This same method can be used to review the questions, ¿Cómo se llama la señora profesora? and Cómo se llama la señorita profesora?

VISUAL CUE CARDS

It is suggested that the classroom teacher use the Visual Cue Cards in teaching the expressions for each lesson.

RECORD

SPANISH SEMESTER 1, Band 3

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 4

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

This is the first of the review lessons. It is called "Do You Know This?" Every fourth lesson throughout the semester will be a review of the previous three lessons. It will give us a chance to recall what we have been learning.

REVIEW

Buenos días.	Good afternoon.
¿Cómo se llama usted?	What is your name?
Me llamo Pedro, a sus órdenes.	My name is Peter, at your service.
¿Cómo se llama su profesora?	What is your teacher's name?
Se llama la señora Smith.	Her name is Mrs. Smith.
¿Cómo se llama su profesor?	What is your teacher's name?
Se llama el señor Brown.	His name is Mr. Brown.
Repitan ustedes.	Repeat.
¡Bueno!	Good!
Adiós.	Good-by.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record. Follow the procedure indicated in the section entitled "To the Teacher." Stress the importance of pronouncing the expressions accurately.
2. Use the Visual Cue Card technique explained in Lesson 1 and the Record technique used in Lesson 3 to review the expressions. Use the Visual Cue Cards for Lessons 1-3.

RECORD

SPANISH SEMESTER 1, Bands 1, 2, 3, 4

¿CÓMO ESTÁ USTED? (HOW ARE YOU?) LESSON 5

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

How do Spanish people greet each other? You'll find in today's lesson that they greet each other in much the same way as we do. But in some ways this greeting is different. See if you can find this difference as I read the English translations.

REVIEW

¿Cómo se llama usted?	What is your name?
Me llamo María, a sus órdenes.	My name is Mary, at your service.
¿Cómo se llama su profesor?	What is your teacher's name?
Se llama el señor White.	His name is Mr. White.

LANGUAGE PATTERNS

¡Hola, clase!	Hello, class.
¡. . ., señora Smith!	Hello, Mrs. Smith.
¡. . ., señorita Jones!	Hello, Miss Jones.
¡. . ., señor Brown!	Hello, Mr. Brown.
¿Cómo está usted?	How are you?
Yo estoy muy bien, gracias.	I am very fine, thank you.
¿Y usted?	And you?
Yo estoy muy bien.	I am very fine.
Yo no estoy muy bien.	I am not very well.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Practice the expression ¿Cómo está usted? with the chain dialogue technique given in Lesson 2.
2. Select three volunteers (one boy, two girls) to play the role of "teacher." Class greets them differently as you point to each one, i.e. Hola ________, (señora profesora, señorita profesora, señor profesor). The "teacher" then asks ¿Cómo está usted? as he points to individual pupils to answer the question.
3. Use the Visual Cue Card Technique explained in Lesson 1.

RECORD

SPANISH SEMESTER 1, Band 5

¿CÓMO ESTÁ ________? (HOW IS (ARE) ________?) LESSON 6

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Do you remember how to greet someone in Spanish? Today we will get more practice with these expressions. We will also learn to ask how other people feel. I will read in English what you will hear in Spanish.

REVIEW

¡Hola, clase!	Hello, class!
¿Cómo está usted?	How are you?
Yo estoy muy bien, gracias.	I am very fine, thank you.
¿Y usted?	And you?
Yo estoy muy bien.	I am very fine.
Yo no estoy muy bien.	I am not very well.

LANGUAGE PATTERNS

¿Cómo está usted?	How are you?
Yo no estoy muy bien.	I am not very well.
Tengo catarro.	I have a cold.
Lo siento.	I'm sorry.
¿Cómo se llama el niño?	What is the boy's name?
. . . . .la niña?	What is the girl's name?
El niño se llama Pedro.	The boy's name is Peter.
La niña . . . . .María.	The girl's name is Mary.
¿Cómo está la niña?	How is the girl?
¿ . . . . . .el niño?	How is the boy?
¿ . . . . . .la señora profesora?	How is the teacher?
¿ . . . . . .la señorita profesora?	How is the teacher?
¿ . . . . . .el señor profesor?	How is the teacher?
La niña está muy bien.	The girl is very fine.
El niño	The boy is very fine.

LANGUAGE PATTERNS (Continued)

La señora profesora está muy bien.	The teacher is very fine.
La señorita profesora no está muy bien.	The teacher is not very well.
El señor profesor no está muy bien. Tiene catarro.	The teacher is not very well. He has a cold.

SUGGESTED FOLLOW-UP ACTIVITY

Hold up the Visual Cue Card of a girl and ask the question ¿Cómo está la niña? The class is to answer La niña está muy bien. Ask the same question substituting el niño and la señora profesora for la niña. The answer remains the same. Then ask the question substituting la senorita profesora and el señor profesor. The answer should be ________ no está muy bien.

RECORD

SPANISH SEMESTER 1, Band 6

¿QUIÉN ES USTED? (WHO ARE YOU?) LESSON 7

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Today you will learn another expression that you can use in telling a story about yourself in Spanish. We will also learn a song.

REVIEW

¡Hola, clase!	Hello, class!
¿Cómo está usted?	How are you?
Yo no estoy muy bien. Tengo catarro.	I'm not very well. I have a cold.
¿Cómo está el niño?	How is the boy?
¿. . . . . la niña?	How is the girl?
¿. . . . . la señora profesora?	How is the teacher?
¿. . . . . la señorita profesora?	How is the teacher?
¿. . . . . el señor profesor?	How is the teacher?
El niño está muy bien.	The boy is very fine.
La niña	The girl is very fine.
La señora profesora está muy bien.	The teacher is very fine.
La señorita profesora no está muy bien.	The teacher is not very well.
El señor profesor no está muy bien. Tiene catarro.	The teacher is not very well. He has a cold.

LANGUAGE PATTERNS

¿Quién es usted?	Who are you?
Yo soy niño.	I am a boy.
. . . . niña.	I am a girl.
. . . . alumno.	I am a pupil (boy).
. . . . alumna.	I am a pupil (girl).
. . . . la señora Smith.	I am Mrs. Smith.
. . . . la señorita Jones.	I am Miss Jones.
. . . . el señor Brown.	I am Mr. Brown.

¿QUIÉN ES USTED? (WHO ARE YOU?) LESSON 7

CANCIÓN	SONG
Buenas tardes, buenas tardes,	Good afternoon, good afternoon,
¿Cómo está? ¿Cómo está?	How are you? How are you?
Muy bien, gracias.	Very fine, thank you.
Muy bien, gracias.	Very fine, thank you.
La, la, la, la, la, la.	La, la, la, la, la, la.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Use the Visual Cue Cards that depict the expressions Yo soy niño and/or Yo soy niña. Ask the class the question, ¿Quién es usted? The boys will answer Yo soy niño and the girls Yo soy niña, depending upon the picture shown. Then ask individual pupils to answer. Use the same question each time. The answers should be Yo soy alumno and Yo soy alumna.
2. Encourage your pupils to memorize this simple story:
   Hola. Me llamo ________, a sus órdenes. (Pointing to himself.) Yo estoy muy bien. Yo soy niño (niña).

RECORD

SPANISH SEMESTER 1, Band 7

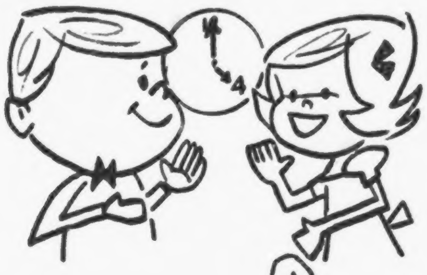
¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 8

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

How much Spanish do you remember? Today you will be given a test. This test covers the first seven lessons and will help you find out how well you are doing. Now take out paper and pencil.

COMPREHENSION TEST

Buenas tardes.



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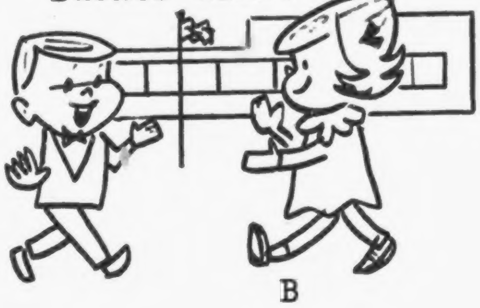
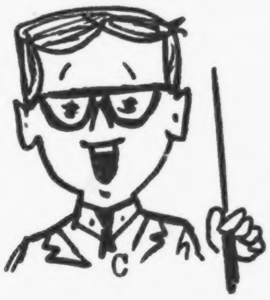
Buenos días.



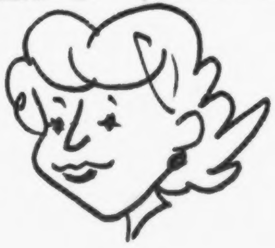
B

Me llamo el señor Brown.



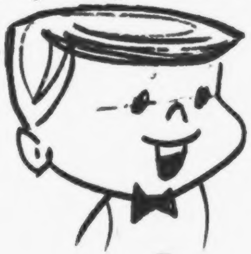
C

Me llamo la señorita Jones.



Ⓓ

Yo estoy muy bien.



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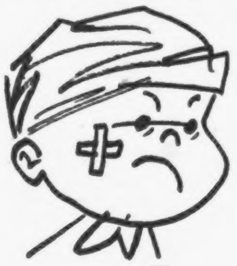
Yo no estoy muy bien.



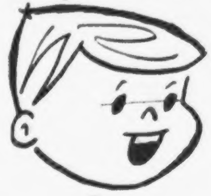
F

RECORD

SPANISH SEMESTER 1, Band 5,6,7,8

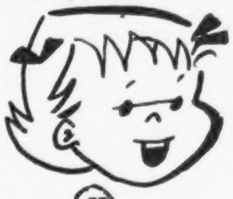
¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 8

Yo soy niño.



G

Yo soy niña.



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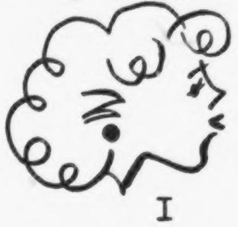
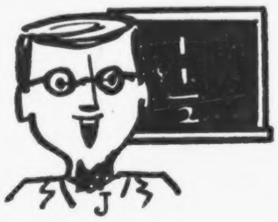
Yo soy la profesora.



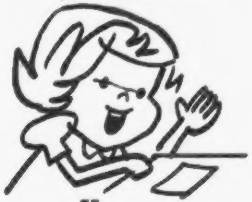
I

Yo soy el profesor.



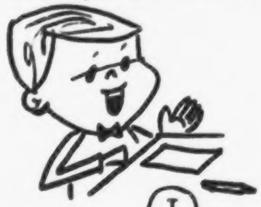
J

Yo soy alumna.



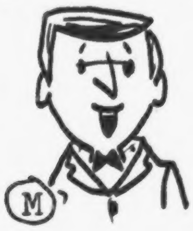
K

Yo soy alumno.



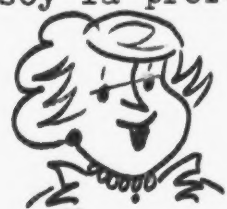
Ⓛ

Yo soy el profesor.



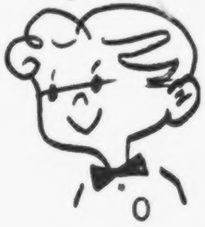
Ⓜ

Yo soy la profesora.



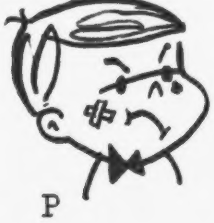
N

Yo soy el niño.



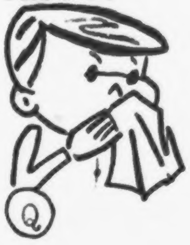
O

El niño no está
muy bien.



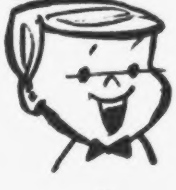
P

El niño tiene
catarro.



Ⓠ

El niño está
muy bien.



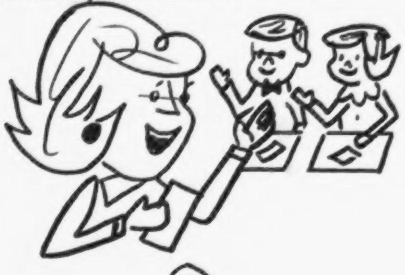
R

SUGGESTED FOLLOW-UP ACTIVITIES

1. Use an opaque projector to review the pictures of the test after the telecast.
2. Distribute the Visual Cue Cards for Lessons 1-8. Have each pupil hold up his card. He gives the Spanish expression for his card. The teacher and his class should make needed corrections in pronunciation. The whole class then repeats the correct answer.

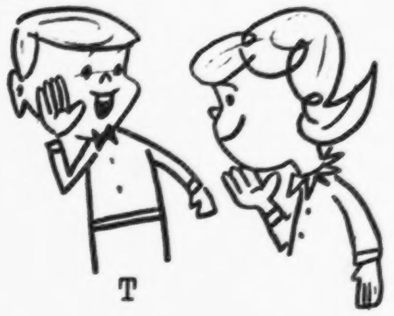
¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 8

¡Hola, clase!



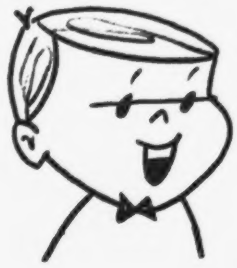
Ⓢ

¡Hola!



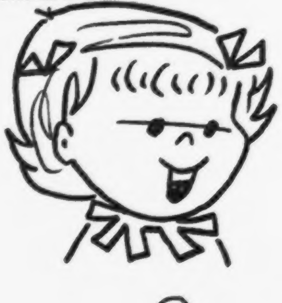
T

El niño se llama Juan.



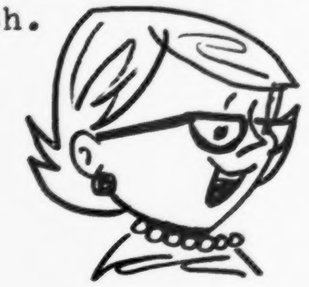
U

La niña se llama María.



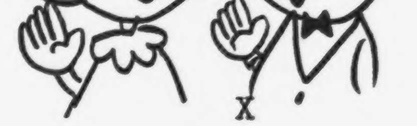
Ⓥ

La señora profesora se llama la señora Smith.



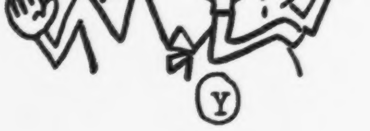
W

¡Hola!



X

Adiós



Ⓨ

¿QUÉ ES ESTO? (WHAT IS THIS?) LESSON 9

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

How many times a day do you use the expression, What is this? It is a useful expression in Spanish, too. Today you will learn this useful expression. It can have many answers.

REVIEW

¿Quién es usted?	Who are you?
Yo soy niño.	I am a boy.
. . . niña.	I am a girl.
Repitan otra vez.	Repeat again.

LANGUAGE PATTERNS

¿Qué es esto?	What is this?
Es la escuela.	It is the school.
. . . sala de clase.	It is the classroom.
. . . oficina.	It is the office.
. . . cafetería.	It is the cafeteria.
. .el patio de recreo.	It is the playground.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Repeat the new patterns in unison. Use the record as a guide. Play the record. Follow the procedure indicated in the section entitled, "To the Teacher." After the class has repeated in unison, have sections of the class repeat i.e., "Todos los niños" or "Todas las niñas." Then call on individuals.
2. Hold up a Visual Cue Card related to this lesson. Ask ¿Qué es esto? Tell pupils who know the correct answer to raise their hands. Call on one pupil, if he answers correctly he will keep the Visual Cue Card. When the teacher has given away all the Visual Cue Cards for this lesson, the first pupil who has answered correctly asks, ¿Qué es esto? He gives the Visual Cue Card to the pupil with the correct answer. Continue in this way and end with the pupils asking you the question. You will give the correct response and collect all the Visual Cue Cards.

SUGGESTED FOLLOW-UP ACTIVITIES (Continued)

3. Encourage pupils to start scrapbooks. The pictures should be identified in Spanish. This writing should be done only after the words have been presented in print by the studio teacher.

RECORD

SPANISH SEMESTER 1, Band 9

¿QUÉ ES ESTO? (WHAT IS THIS?) LESSON 10

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Classroom objects and parts of the classroom will be used to answer the question ¿Qué es esto? Listen while I read the English translations to you.

REVIEW

¡Hola, niños!	Hello, boys and girls!
¿Cómo está usted?	How are you?
Yo estoy muy bien, gracias. ¿Y usted?	I'm very fine, thank you. And you?
¿Quién es usted?	Who are you?
Yo soy niño.	I am a boy.
Yo soy niña.	I am a girl.
¿Qué es esto?	What is this?
Es la escuela.	It is the school.
.. la sala de clase.	It is the classroom.
.. la oficina.	It is the office.
.. la cafetería.	It is the cafeteria.
.. el patio de recreo.	It is the playground.

LANGUAGE PATTERNS

¿Qué es esto?	What is this?
Es la mesa.	It is the table.
.. la silla.	It is the chair.
.. la ventana.	It is the window.
.. la puerta.	It is the door.
.. el pizarrón.	It is the chalkboard.
.. el lápiz.	It is the pencil.
.. el libro.	It is the book.
.. el papel.	It is the paper.
.. el borrador.	It is the eraser.
.. la tiza.	It is the chalk.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Ask the question ¿Qué es esto? as you touch each classroom object introduced in today's lesson. The class should answer in a complete sentence, Es la (el) ______. Continue by having a pupil take the teacher's part.
2. Use the Visual Cue Card Technique given in Lesson 9 to teach the new expressions in this lesson.

RECORD

SPANISH SEMESTER 1, Band 10

LESSON 11

YO VOY (I AM GOING)

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Today we will review many of the Spanish words we already know while we learn two new Spanish expressions. Listen while I give them to you in English.

REVIEW

Es el lápiz.	It is the pencil.
.. el libro.	It is the book.
.. el papel.	It is the paper.
.. el borrador.	It is the eraser.
.. la tiza.	It is the chalk.
Repitan ustedes otra vez.	Repeat again.

LANGUAGE PATTERNS

Vaya a la escuela.	Go to the school.
. . . .la sala de clase.	Go to the classroom.
. . . .la oficina.	Go to the office.
. . . .la cafetería.	Go to the cafeteria.
. . . .la mesa.	Go to the table.
. . . .la silla.	Go to the chair.
. . . .la ventana.	Go to the window.
. . . .la puerta.	Go to the door.
Yo voy a la escuela.	I am going to the school.
. . . . .la sala de clase.	I am going to the classroom.
. . . . .la oficina.	I am going to the office.
. . . . .la cafetería.	I am going to the cafeteria.
. . . . .la mesa.	I am going to the table.
. . . . .la silla.	I am going to the chair.
. . . . .la ventana.	I am going to the window.
. . . . .la puerta.	I am going to the door.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Begin the follow-up by selecting one pupil to carry out the following commands that the teacher will give in English: "Go to the _______, (table, chair, window, door)." As the pupil follows each command he says, "I am going to the _______,(table, chair, window, door)." Then select another pupil and give

SUGGESTED FOLLOW-UP ACTIVITIES (Continued)

the commands in Spanish: Vaya a la ______ (mesa, silla, ventana, puerta.) As the pupil follows each command he says Yo voy a la ______ (mesa, silla, ventana, puerta). Continue this procedure until the patterns are well established.

2. Play the record. Follow the procedure indicated in the section entitled "To the Teacher."
3. Use the Visual Cue Card Technique given in Lesson 9.

RECORD

SPANISH SEMESTER 1, Band 11

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 12

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

This is the third review lesson. Today you will be given a test to help you find out how much Spanish you understand. You will need paper and pencil. You will be asked to select the picture that is best described by the expression you hear.

LANGUAGE PATTERNS

¿Qué es esto?		What is this?
Es la escuela.	(A)	It is the school.
.. la sala de clase.	(D)	It is the classroom.
.. la oficina.	(E)	It is the office.
.. el patio de recreo.	(H)	It is the playground.
.. la cafetería.	(I)	It is the cafeteria.
.. la mesa.	(L)	It is the table.
.. la ventana.	(N)	It is the window.
.. la puerta.	(B)	It is the door.
.. la silla.	(C)	It is the chair.
.. el pizarrón.	(F)	It is the chalkboard.
.. el lápiz.	(H)	It is the pencil.
.. el libro.	(J)	It is the book.
.. el papel.	(K)	It is the paper.
.. la tiza.	(M)	It is the chalk.
Vaya a la mesa.	(A)	Go to the table.
. . . .la puerta.	(C)	Go to the door.
. . . .la silla.	(B)	Go to the chair.
Yo voy a la mesa.	(D)	I am going to the table.
. . . . .la puerta.	(F)	I am going to the door.
. . . . .la silla.	(E)	I am going to the chair.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Rexograph or write on chalkboard the crossword puzzle found on page 30.
2. Rexograph or write on chalkboard the following questions and answers. The pupils are to match each question with its answer.

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 12

(1) ¿Cómo se llama usted?
(2) ¿Quién es usted?
(3) ¿Cómo se llama su profesor?
(4) ¿Cómo se llama el niño?
(5) ¿Cómo está usted?
(6) ¿Cómo está el niño?
(7) ¿Qué es esto?

(a) Es el papel.
(b) El niño se llama Pedro.
(c) Me llamo Rosa, a sus órdenes.
(d) El niño no está muy bien.
(e) Yo soy alumna.
(f) Yo estoy muy bien, gracias. ¿Y usted?
(g) Se llama el señor Jones.

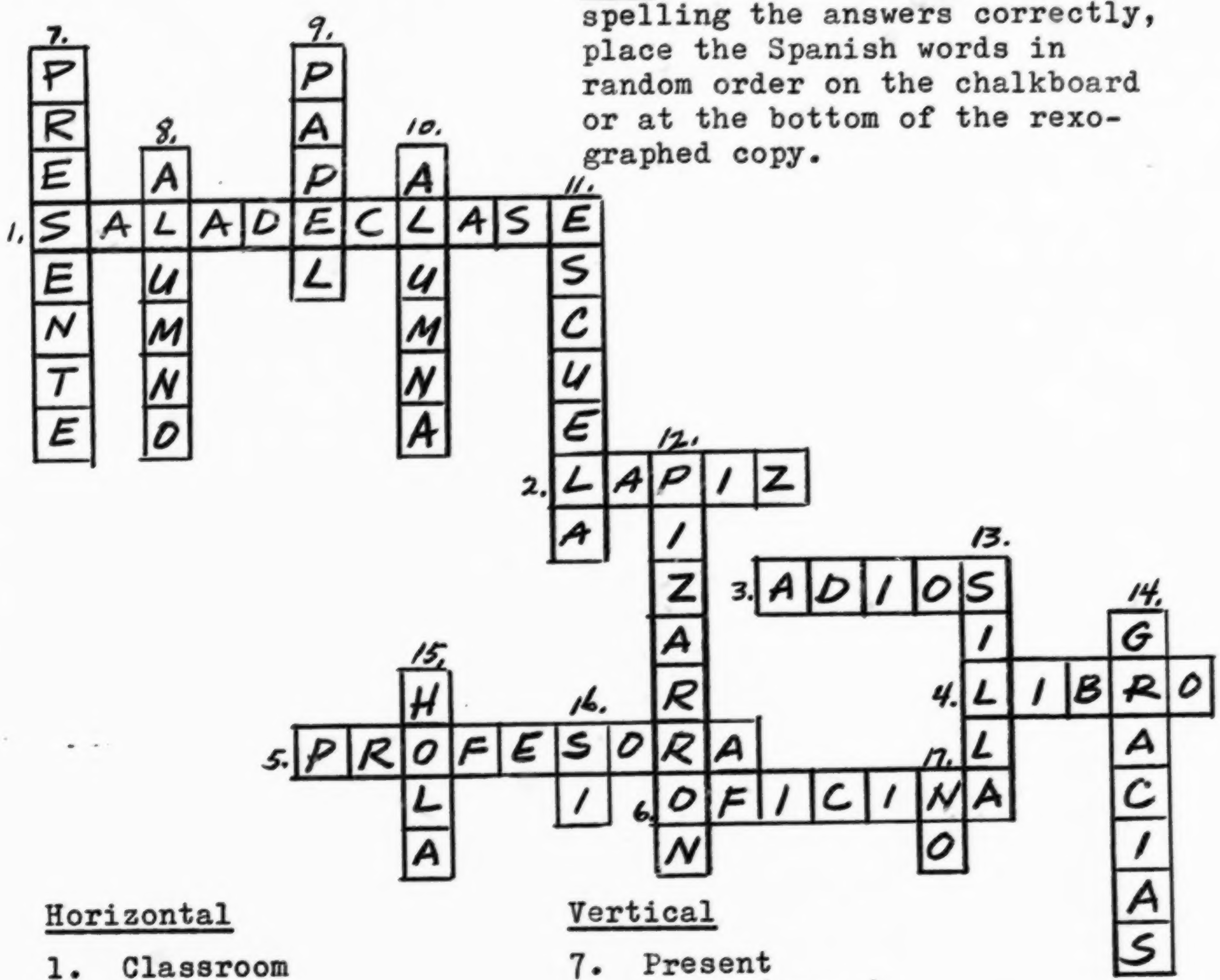
3. Place all Visual Cue Cards for Lessons 9, 10, 11 on the bulletin board. This is an excellent way to keep the visual stimulus of the Spanish expressions fresh in the pupils' minds.

RECORD

SPANISH SEMESTER 1, Band 9, 10, 11, 12

CRUCIGRAMA

Note: To aid the pupils in spelling the answers correctly, place the Spanish words in random order on the chalkboard or at the bottom of the rexographed copy.


1. SALADECLASE
2. LAPIZ
3. ADIOS
4. LIBRO
5. PROFESORA
6. OFICINA
7. PRESENTE
8. ALUMNO
9. PAPEL
10. ALUMNA
11. ESCUELA
12. PIZARRON
13. SILLA
14. GRACIAS
15. HOLA
16. SI
17. NO

Horizontal

1. Classroom
2. Pencil
3. Good-by
4. Book
5. Teacher (fem.)
6. Office

Vertical

7. Present
8. Pupil (masc.)
9. Paper
10. Pupil (fem.)
11. School
12. Chalkboard
13. Chair
14. Thank you
15. Hello
16. Yes
17. No

PASANDO LISTA (CALLING THE ROLL) LESSON 13

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

How do Spanish pupils answer roll call? You will find in today's lesson that they answer in much the same way as we do.

REVIEW

Vaya a la mesa.	Go to the table.
. . . .la silla.	Go to the chair.
. . . .la puerta.	Go to the door.
. . . .la ventana.	Go to the window.
Yo voy a la mesa.	I am going to the table.
. . . . .la silla.	I am going to the chair.
. . . . .la puerta.	I am going to the door.
. . . . .la ventana.	I am going to the window.

LANGUAGE PATTERNS

Yo voy a pasar lista.	I am going to call the roll.
¿Pedro?	Peter?
Presente.	Present.
¿María?	Mary?
Presente.	Present.
Pedro está presente.	Peter is present.
María	Mary is present.
¿Tomás?	Thomas?
¿Juan?	John?
Tomás está ausente.	Thomas is absent.
Juan	John is absent.

RIMA	RHYME
¡Ba-ba, el burro ya se va!	Ba-ba, the donkey now goes away.
¡Be-be, el burro ya se fué!	Be-be, the donkey now has gone.
Adiós. Hàsta la vista.	Good-by. Until I see you again.

PASANDO LISTA (CALLING THE ROLL) LESSON 13

CANCIÓN	SONG
Fray Felipe,	Brother Phillip,
Fray Felipe,	Brother Phillip,
¿Duermes tú?	Are you sleeping?
¿Duermes tú?	Are you sleeping?
Toca la campana.	The bell is ringing.
Toca la campana.	The bell is ringing.
Tan, tan, tan.	Tan, tan, tan.
Tan, tan, tan.	Tan, tan, tan.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Practice today's lesson by calling the role in Spanish. Have pupils respond with an appropriate answer.
2. Use the Visual Cue Cards in teaching the expressions for this lesson.

RECORD

SPANISH SEMESTER 1, Band 13

EN LA SALA DE CLASE (IN THE CLASSROOM) LESSON 14

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Objects in the classroom will be reviewed as you learn to answer the question -- Where is?

REVIEW

Buenos días.	Good morning.
Me llamo Juan, a sus órdenes.	My name is John, at your service.
Yo soy alumno.	I am a student.
Yo voy a la escuela.	I am going to school.
Adiós.	Good-by.

LANGUAGE PATTERNS

¿Dónde está la mesa?	Where is the table?
¿. . . . . .la silla?	Where is the chair?
La mesa está aquí.	The table is here.
La silla	The chair is here.
La puerta.	The door is here.
La ventana	The window is here.
El pizarrón. . . .	The chalkboard is here.
El lápiz	The pencil is here.
El libro	The book is here.
El papel	The paper is here.
El borrador. . . .	The eraser is here.
La tiza.	The chalk is here.

RIMA	RHYME
¡Ba-ba, el burro ya se va!	Ba-ba, the donkey now goes away!
¡Be-be, el burro ya se fué!	Be-be, the donkey now has gone!
¡Bi-bi, el burro no está aquí.	Bi-bi, the donkey is not here!
¡Bo-bo, el burro no soy yo!	Bo-bo, I am not the donkey!

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the game, La mesa está aquí, to review the names of the classroom objects. Make this a team game with the turn going to the other team if a player misses. The first player says, La mesa está aquí as he touches the table and then goes to the back of the line. The next pupil in line repeats, La mesa está aquí. He adds a second sentence, La silla está aquí, touching each object as he uses it in a sentence. The next in line continues in the same way and adds a third object until all in the group (which should not exceed ten) have had a turn.
2. Arrange the Visual Cue Cards in the simple story form found in the review section of this lesson. Encourage your pupils to memorize this story. Emphasize that girls must say alumna instead of alumno.

RECORD

SPANISH SEMESTER 1, Band 14

EN LA SALA DE CLASE (IN THE CLASSROOM) LESSON 15

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

A new expression will be introduced today. You will find it very useful throughout your course in Spanish This expression is I have. Familiar classroom objects will be used with this expression.

REVIEW

¡Hola!	Hello!
¿Cómo se llama usted?	What is your name?
Me llamo Juan, a sus órdenes.	My name is John, at your service.
Gracias.	Thank you.
¿Cómo está usted?	How are you?
Yo no estoy muy bien. Tengo catarro.	I'm not very well. I have a cold.
¿Dónde está la mesa?	Where is the table?
¿ . . . . . la silla?	Where is the chair?
La mesa está aquí.	The table is here.
La silla	The chair is here.
La ventana	The window is here.
La puerta.	The door is here.
El pizarrón. . . .	The chalkboard is here.
El lápiz	The pencil is here.
El libro	The book is here.
El papel	The paper is here.
Repitan la frase.	Repeat the sentence.

LANGUAGE PATTERNS

¿Tiene usted la silla?	Do you have the chair?
¿ . . . . . . .el lápiz?	Do you have the pencil?
¿ . . . . . . .el libro?	Do you have the book?
¿ . . . . . . .el papel?	Do you have the paper?
Sí, yo tengo la silla.	Yes, I have the chair.
. . . . .el lápiz.	Yes, I have the pencil.
No, yo no tengo el libro.	No, I do not have the book.
. . . . el papel.	No, I do not have the paper.

EN LA SALA DE CLASE (IN THE CLASSROOM) LESSON 15

RIMA	RHYME
¡Ba-ba, el burro ya se va!	Ba-ba, the donkey now goes away!
¡Be-be, el burro ya se fué!	Be-be, the donkey now has gone!
¡Bi-bi, el burro no está aquí!	Bi-bi, the donkey is not here!
¡Bo-bo, el burro no soy yo!	Bo-bo, I am not the donkey!
¡Bu-bu, el burro eres tú!	Bu-bu, the donkey is you!

SUGGESTED FOLLOW-UP ACTIVITIES

1. Have a pupil ask this question, ¿Tiene usted (el libro)? A volunteer answers, Sí, yo tengo (el libro), as he touches the object. The first pupil asks ¿Dónde está (el libro)? The volunteer says (El libro) está aquí. If his answer is correct, he takes a turn at asking the question. Continue this question and answer technique by substituting different objects.
2. Divide the class into teams. Give each team the same number of Visual Cue Cards. Use the cards for lessons 1-15. The first pupil from team "A" holds up his card. The first pupil from team "B" must give a correct Spanish expression that corresponds to the card. Then the first pupil from team "B" holds up his card and the first pupil from team "A" must answer. Continue with the rest of the pupils. Keep score.

RECORD

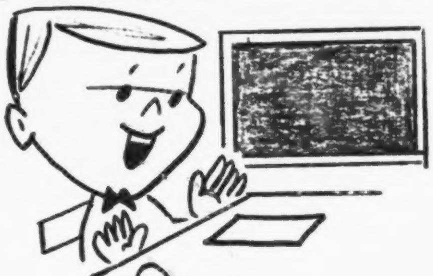
SPANISH SEMESTER 1, Band 15

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

This is the fourth review lesson. You will be given a test to help you check your progress. You will be asked to select the picture that best describes what is being said. Now take out paper and pencil.

COMPREHENSION TEST

El niño está en la escuela.



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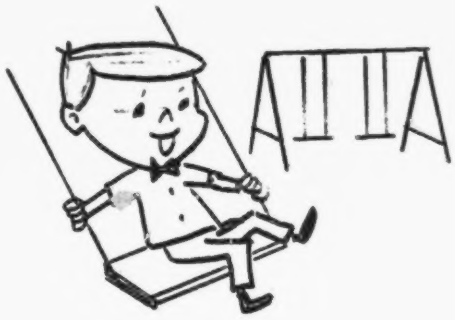
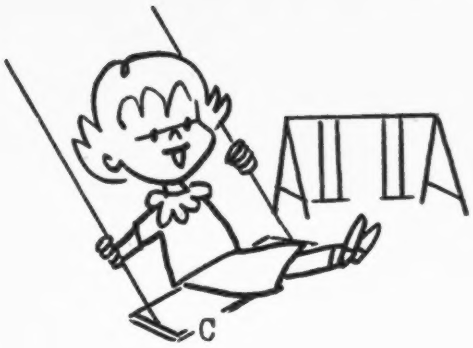
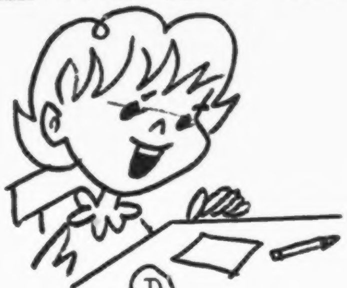


B

La niña está en la escuela.



C



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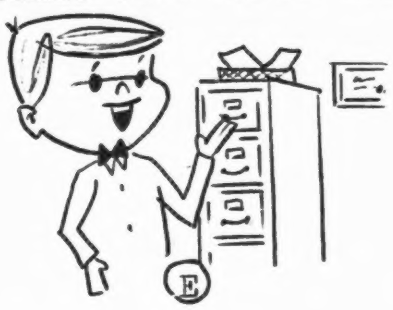
El alumno está en la oficina.



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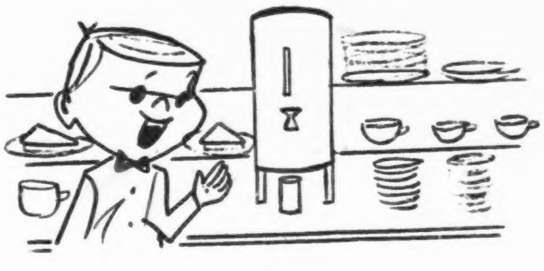
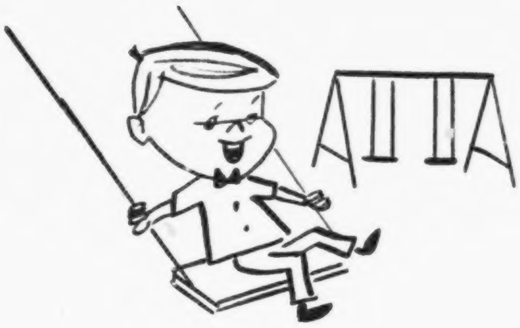


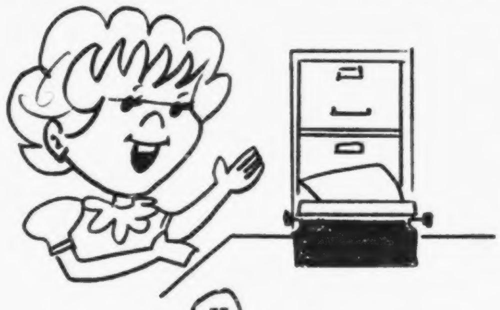
F

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 16



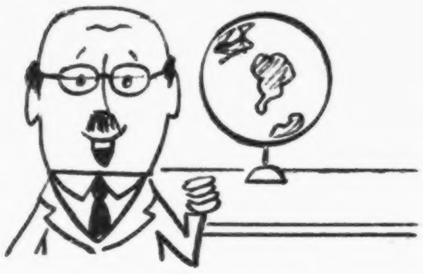
G

La alumna está en la oficina.



Ⓗ

El profesor está en la sala de clase.



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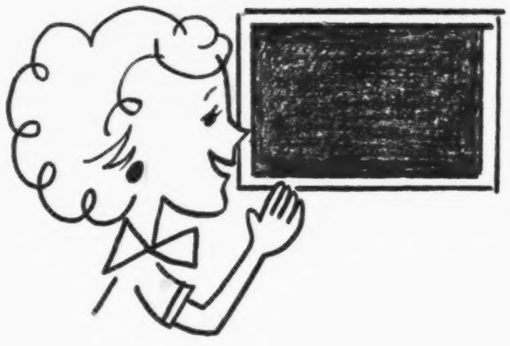

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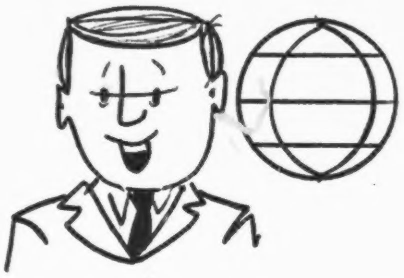
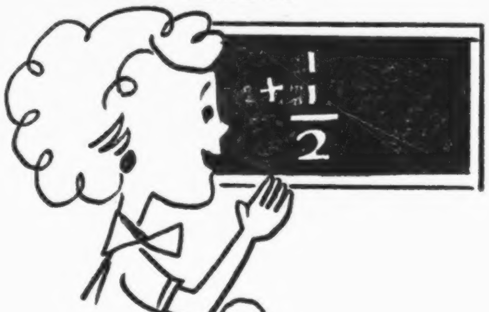


C

La profesora está en la sala de clase.



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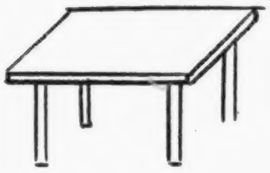

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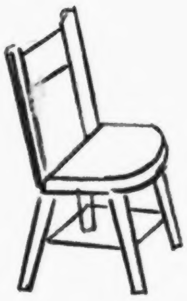

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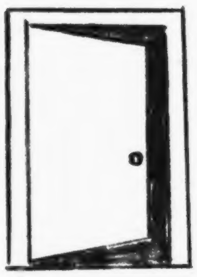

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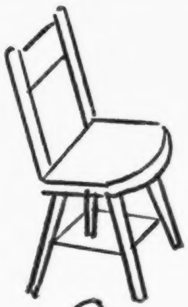

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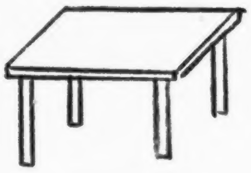

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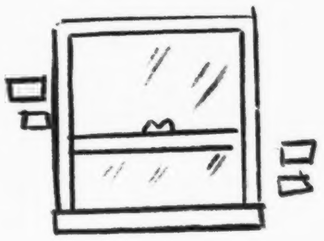

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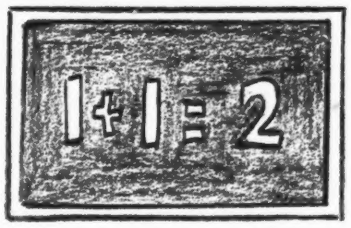

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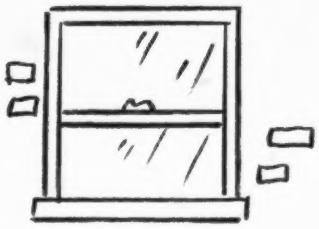

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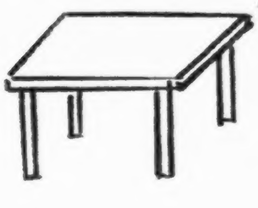

M

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 16

COMPREHENSION TEST

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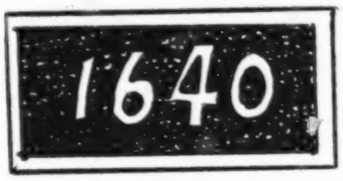

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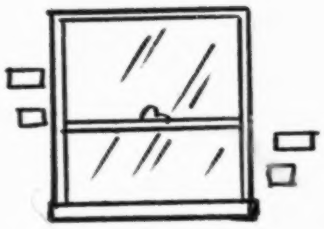

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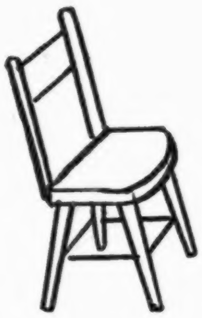

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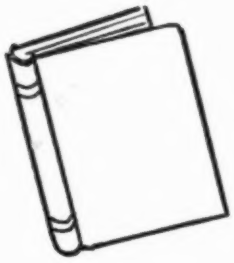

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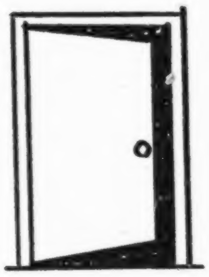

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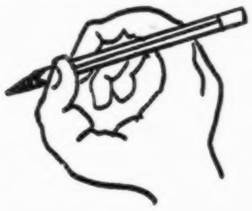

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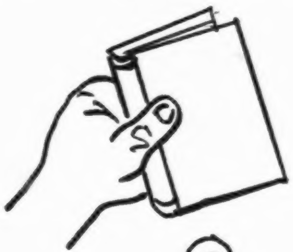

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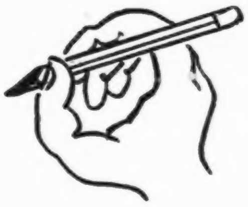

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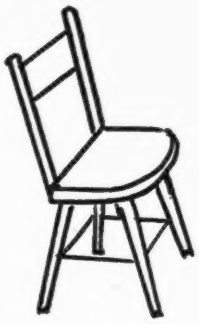

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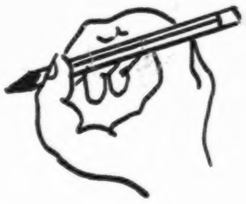

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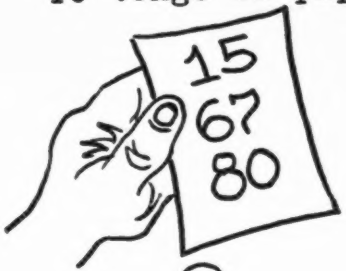

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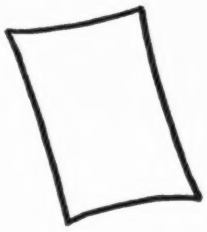

L

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 16

SUGGESTED FOLLOW-UP ACTIVITIES

1. Use the opaque projector to review the pictures of the test. Have pupils give the correct Spanish expression for each picture.
2. Place the vowels on the board as indicated below. Point to one letter at a time allowing time for the class to pronounce the letter in unison. Repeat the vowel review by having each pupil pronounce a vowel sound. Note: A (ah), E (ay), I (ee), O (oh), U (oo).

A E I O U
E I O U A
I O U A E
O U A E I
U A E I O

RECORD

SPANISH SEMESTER 1, Band 16

LOS NÚMEROS (THE NUMBERS) LESSON 17

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Numbers from one to five will be introduced in today's lesson. You will need paper and pencil.

REVIEW

¿Dónde está el número uno?	Where is number one?
¿ . . . . dos?	Where is number two?
El número uno está aquí.	Number one is here.
. . . . . dos	Number two is here.
¿Tiene usted el número tres?	Do you have number three?
¿ . . . . .cuatro?	Do you have number four?
Sí, yo tengo el número tres.	Yes, I have number three.
. . . . .cuatro.	Yes, I have number four.

LANGUAGE PATTERNS

Yo escribo.	I am writing.
. . . . . . los números.	I am writing the numbers.
. . . . . . el número uno.	I am writing number one.
. . . . dos.	I am writing number two.
. . . . tres.	I am writing number three.
. . . . cuatro.	I am writing number four.
. . . . cinco.	I am writing number five.

RIMA	RHYME
Uno, dos, tres, cho-	One, two, three, cho-
Uno, dos, tres, co-	One, two, three, co-
Uno, dos, tres, la-	One, two, three, la-
Uno, dos, tres, te.	One, two, three, te.
Chocolate, chocolate.	Chocolate, chocolate.
¡Bate, bate el chocolate!	Beat, beat the chocolate!

SUGGESTED FOLLOW-UP ACTIVITIES

1. Dictate the Spanish numbers in order and have the pupils write the numbers on paper. Dictate the numbers out of order and have the pupils write the number they hear. Check their work by placing the numbers on the board in the order that you dictated them.

SUGGESTED FOLLOW-UP ACTIVITIES (Continued)

2. For practice with this and other lessons, use the Substitution Drill:

The teacher says - Yo escribo el número uno.

Immediately after saying this sentence she says "uno" to indicate what will be substituted and points to the number "1" on the Visual Cue Card.

The class responds - Yo escribo el número uno.

The teacher says - dos.

The class responds - Yo escribo el número dos.

The teacher says - tres.

Continue through the number five.

RECORD

SPANISH SEMESTER 1, Band 17

LOS NÚMEROS (THE NUMBERS) LESSON 18

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Do you remember how to count from one to five in Spanish? Today new numbers from six to ten will be introduced in connection with familiar expressions. You will need paper and pencil.

REVIEW

Yo voy a pasar lista.	I am going to call role.
Anita está presente.	Ann is present.
Carmen	Carmen is present.
Clara	Clara is present.
Julio	Julius is present.
Cuatro alumnos están presentes.	Four pupils are present.
Roberto está ausente.	Robert is absent.
Pepe	Joe is absent.
Dos alumnos están ausentes.	Two pupils are absent.
Yo escribo el número uno.	I am writing number one.
. . . . .dos.	I am writing number two.
. . . . .tres.	I am writing number three.
. . . . .cuatro.	I am writing number four.
. . . . .cinco.	I am writing number five.

LANGUAGE PATTERNS

Yo escribo el número seis.	I am writing number six.
. . . . .siete.	I am writing number seven.
. . . . .ocho.	I am writing number eight.
. . . . .nueve.	I am writing number nine.
. . . . .diez.	I am writing number ten.

CANCIÓN: DIEZ INDITOS	SONG: TEN LITTLE INDIANS
Uno y dos y tres inditos.	One and two and three little Indians.
Cuatro y cinco y seis inditos.	Four and five and six little Indians.
Siete y ocho y nueve inditos.	Seven and eight and nine little Indians.
Diez inditos aquí.	Ten little Indians here.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Command three pupils to go to the blackboard by saying--Vayan ustedes al pizarrón. Dictate numbers at random for the pupils to write on the board. For example: Escriban ustedes los números cinco, dos, diez, etc. As each pupil at the board writes the number he says Yo escribo el número ______. Continue this procedure with three other pupils.
2. Play the record. Follow the procedure indicated in the section entitled "To the Teacher."
3. Place the Visual Cue Card for Lessons 17 and 18 in the chalk tray or on the bulletin board. Ask the question, ¿Dónde está el número (uno)? A volunteer goes to the Visual Cue Card, points out the number "1" and says El número (uno) está aquí. Use the numbers from 1-10. Mix up the order of the numbers.

RECORD

SPANISH SEMESTER 1, Band 18

LOS NÚMEROS (THE NUMBERS) LESSON 19

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Today you will learn to add and subtract in Spanish using the numbers from one to ten.

REVIEW

Yo escribo el número uno.	I am writing number one.
. . . . .cuatro.	I am writing number four.
. . . . .seis.	I am writing number six.
. . . . .tres.	I am writing number three.
. . . . .siete.	I am writing number seven.

LANGUAGE PATTERNS

Yo voy a sumar.	I am going to add.
. . . . los números.	I am going to add the numbers.
Yo voy a restar.	I am going to subtract.
. . . . los números.	I am going to subtract the numbers.
Uno y uno son dos.	One and one are two.
Dos y dos son cuatro.	Two and two are four.
Tres y tres son seis.	Three and three are six.
Cuatro y cuatro son ocho.	Four and four are eight.
Cinco y cinco son diez.	Five and five are ten.
Diez menos cinco son cinco.	Ten minus five are five.
Nueve menos dos son siete.	Nine minus two are seven.
Siete menos dos son cinco.	Seven minus two are five.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record. Follow the procedure indicated in the section entitled "To the Teacher."
2. Hold up the Visual Cue Card for this lesson. Point to one of the problems and have the entire class say the mathematical sentence in Spanish. Then call on individual pupils.

RECORD

SPANISH SEMESTER 1, Band 19

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 20

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

This is the fifth review lesson of the semester. Time will be spent in reviewing numbers through rhyme, song, and arithmetic problems. You will need pencil and paper.

REVIEW

CANCIÓN

Uno y dos y tres inditos.	One and two and three little Indians.
Cuatro y cinco y seis inditos.	Four and five and six little Indians.
Siete y ocho y nueve inditos.	Seven and eight and nine little Indians.
Diez inditos aquí.	Ten little Indians here.

Un lápiz está en la sala de clase.	One pencil is in the classroom.
Dos puertas están en la sala de clase.	Two doors are in the classroom.
Tres ventanas están en la sala de clase.	Three windows are in the classroom.
Cuatro libros están en la sala de clase.	Four books are in the classroom.
Cinco sillas están en la sala de clase.	Five chairs are in the classroom.

Yo escribo.	I am writing.
Yo voy a sumar.	I am going to add.
Yo voy a restar.	I am going to subtract.

Uno y uno son dos.	One and one are two.
Dos y dos son cuatro.	Two and two are four.
Tres y tres son seis.	Three and three are six.
Cuatro y cuatro son ocho.	Four and four are eight.

Diez menos cinco son cinco.	Ten minus five are five.
Nueve menos dos son siete.	Nine minus two are seven.
Siete menos dos son cinco.	Seven minus two are five.

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 20

SUGGESTED FOLLOW-UP ACTIVITIES

1. Write these numbers on the chalkboard in mixed-up order:

    4 1
    5 3 7 2 10 9
    6 8

    Ask the question _¿Dónde está el número seis?_ The pupil who answers will say _El número seis está aquí_. At the same time he will point to the correct answer. Continue in the same way for all the numbers.
2. Dictate problems such as: _Diez menos cinco son _______. Limit the numbers used from 1 to 10.
3. Place all the Visual Cue Cards for lessons 17, 18, 19 on the bulletin board. This is an excellent way to keep the visual stimulus of the Spanish expressions fresh in the pupils' minds.

RECORD

SPANISH SEMESTER 1, Band 20

LA NAVIDAD (CHRISTMAS) LESSON 21

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

What are some of the Christmas customs you enjoy most? Many of these customs have been borrowed from other lands. They will be the theme of this lesson.

LANGUAGE PATTERNS

¿Qué es esto?	What is this?
Es la piñata.	It is the piñata.
Es el árbol.	It is the tree.
Es San Nicolás.	It is Saint Nicholas.
¿Qué tiene San Nicolás.	What does Saint Nicholas have?
San Nicolás tiene regalos.	Saint Nicholas has gifts.
. . . . dulces.	Saint Nicholas has candy.

CANCIÓN: CASCABELES	SONG: JINGLE BELLS
Cascabeles, cascabeles	Jingle bells, Jingle bells
Tra-la-la-la-la	Tra-la-la-la-la
¡Qué alegría, qué alegría,	What joy! What joy!
Tra-la-la-la-la.	Tra-la-la-la-la.
Feliz Navidad.	Merry Christmas.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Listen to the record and practice the song, Cascabeles.
2. Have pupils make Christmas cards that suggest a Latin American Christmas.
3. Point to each of the following objects on the Visual Cue Card: La piñata, el árbol, San Nicolás. Ask the question ¿Qué es esto? Have the entire class respond in unison with the correct answer.

RECORD

SPANISH SEMESTER 1, Band 21

LA NAVIDAD (CHRISTMAS) LESSON 22

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

How do Christmas customs of Spanish speaking countries differ from those of the United States? Today's lesson will give us a better understanding of the Spanish customs.

LANGUAGE PATTERNS TO BE REVIEWED

¿Qué es esto?	What is this?
Es la piñata.	It is the piñata.
Es el árbol.	It is the tree.
Es San Nicolás.	It is Saint Nicholas.
¿Qué tiene San Nicolás?	What does Saint Nicholas have?
San Nicolás tiene regalos.	Saint Nicholas has gifts.
. . . . dulces.	Saint Nicholas has candies.
Juan tiene regalos.	John has gifts.
. . . . . .dulces.	John has candies.
Me llamo San Nicolás.	My name is Saint Nicholas.
Yo estoy muy bien.	I am very well.
Yo tengo muchos regalos y muchos dulces.	I have many presents and a lot of candy.
Aquí están los regalos.	Here are the presents.
. . . . .dulces.	Here is the candy.
Adiós.	Good-by.
Feliz Navidad y Feliz Año Nuevo.	Merry Christmas and a Happy New Year.

CANCIÓN: CASCABELES	SONG: JINGLE BELLS
Cascabeles, cascabeles	Jingle bells, Jingle bells,
Tra-la-la-la-la	Tra-la-la-la-la
¡Qué alegría, qué alegría!	What joy! What joy!
Tra-la-la-la-la.	Tra-la-la-la-la.

SUGGESTED FOLLOW-UP ACTIVITIY

Play the game La Piñata as part of your Christmas party activities. Instructions for making piñatas may be obtained by contacting the studio teacher. The piñata is suspended by a rope from the ceiling. One child at a time is blindfolded and is given a stick with which he tries to break the piñata. As he swings at the piñata, it is raised out of reach. Other children take their turns. Finally someone succeeds in breaking the piñata, and there is a scramble for the candy, nuts and toys.

RECORD

SPANISH SEMESTER 1, Band 22

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 23

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

A group of pupils will participate in the telecast to help you review the semester's language patterns. Listen while I read the expressions to you in English.

LANGUAGE PATTERNS TO BE REVIEWED

¿Cómo se llama usted?	What is your name?
¿. . . . . su escuela?	What is your school's name?
¿. . . . . su profesor?	What is your teacher's name? (masc.)
¿. . . . . el niño?	What is the boy's name?
Me llamo _______, a sus órdenes.	My name is _______, at your service.
Se llama _______ School.	Its name is _______ School.
. . . . .el señor Reed.	His name is Mr. Reed.
. . . . .Juan.	His name is John.
¿Cómo está usted?	How are you?
¿. . . . . . su profesor?	How is your teacher?
¿. . . . . . el niño?	How is the boy?
Yo estoy muy bien, gracias.	I am very fine, thank you.
¿Y usted?	And you?
El señor profesor está muy bien.	The teacher is very well.
El niño está muy bien.	The boy is very well.
¿Quién es usted?	Who are you?
Yo soy niño.	I am a boy.
. . . .niña.	I am a girl.
Aquí está la sala de clase. La sala de clase tiene tres puertas, siete libros, ocho ventanas y cuatro alumnos.	Here is the classroom. The classroom has three doors, seven books, eight windows, and four pupils.
Yo soy niña. Me llamo Rosa, a sus órdenes. Yo estoy muy bien. Yo voy a la escuela. Mi escuela está aquí. Mi escuela se llamo Oak School.	I am a girl. My name is Rose, at your service. I am very fine. I am going to school. Here is my school. My school is called Oak School.

LANGUAGE PATTERNS TO BE REVIEWED (Continued)

CANCIÓN (To the tune of "London Bridge.")	SONG
¿Qué es esto? Por favor,	What is this? Please
Por favor, Por favor,	Please, Please.
¿Qué es esto? Por favor	What is this? Please
Es la escuela.	It is the school.

NOTE: Other objects such as La silla, el niño, el pinto, la piñata, and el lápiz may be substituted for "la escuela."

SUGGESTED FOLLOW-UP ACTIVITIES

1. Use the record to review the semester's language patterns.
2. Sing the song ¿Qué es esto? Hold up various Visual Cue Cards one at a time. The pupils then complete the song by identifying the picture.

RECORD

SPANISH SEMESTER 1, Band 23

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 24

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

To close the Spanish course for the semester, you will be asked to identify pictures to test your understanding of Spanish. You will need paper and pencil.

REVIEW

1.	¡Hola, clase!	(No)	Hello, class!
2.	Es la escuela.	(Sí)	It is the school.
3.	Yo soy niño.	(Sí)	I am a boy.
4.	La sala de clase está aquí.	(No)	The classroom is here.
5.	Yo voy a la cafetería.	(No)	I am going to the cafeteria.
6.	Es la puerta.	(Sí)	It is the door.
7.	Vaya usted a la mesa.	(Sí)	Go to the table.
8.	Yo no tengo la silla.	(No)	I do not have the chair.
9.	Es el libro.	(No)	It is the book.
10.	Yo soy el señor profesor.	(Sí)	I am the teacher.
11.	Yo escribo en el pizarrón.	(Sí)	I write on the chalkboard.
12.	Yo tengo el lápiz.	(Sí)	I have the pencil.
13.	El burro está en la oficina.	(No)	The burro is in the office.
14.	Los números están en el papel.	(Sí)	The numbers are on the paper.
15.	Yo tengo el patio de recreo.	(No)	I have the playground.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Check and discuss the test with your pupils. It would be helpful to the studio teacher in her future planning if you would send the results of this test to her.
2. Suggest that pupils make their own Lo Tengo game. This is the familiar Lotto game. It can be used to review Spanish during the period between semesters when there are no telecasts. As a basis for the Lo Tengo game use the Visual Cue Cards.

RECORD

SPANISH SEMESTER 1, Band 24

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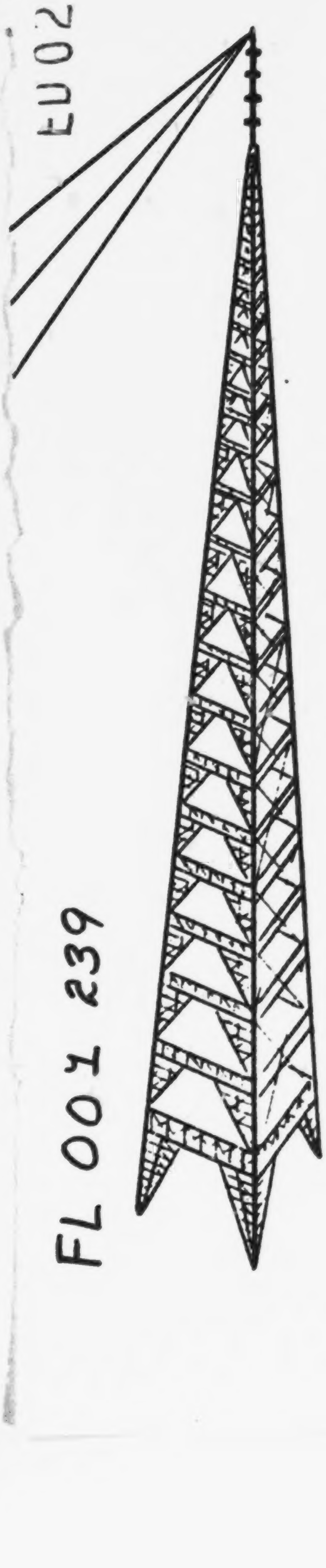

FOREIGN LANGUAGE FOR YOU

SPANISH

SEMESTER II

FIFTH GRADE

FL 001 239

8

Instructional Television

FOREIGN LANGUAGE FOR YOU
SPANISH

Semester II
Fifth Grade

A Teacher Guide

Prepared by the
Department of Elementary Curriculum and Instruction
and the
Department of Instructional Resources

Division of Curriculum and Instruction
Milwaukee Public Schools
1966

FL 001 239

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Harold S. Vincent, Superintendent of Schools

FOREWORD

The Spanish school telecasts have been prepared as one of several instructional telecast series for use by elementary teachers in the Milwaukee Public Schools. These telecasts are intended to provide Milwaukee school children with a rich, well-developed resource for the classroom.

It is hoped that this guide and the resources of television will help each classroom teacher to fulfill more completely his potentialities as a teacher.

The telecasts are designed to relate to the ongoing curriculum and their primary purposes are as follows:

1. To feature introductory motivations which will allow classes freedom of choice to interpret and develop activities in many different directions.
2. To encourage pupils to develop and improve processes of thinking and planning as they participate in classroom activities.
3. To provide pupils with experiences through the medium of television which would be difficult or impossible to do in the classroom.

The instructional telecasts produced by the Milwaukee Public Schools are broadcast in cooperation with WMVS-TV, transmitting on Channel 10. The station is owned and operated by the Milwaukee Vocational and Adult Schools and provides broadcast services for a number of agencies throughout the greater Milwaukee area.

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TO THE TEACHER

There is a 40-minute weekly time allotment for instruction in Spanish in the elementary school at the fifth grade level. This time should be spent in viewing the telecasts and in conducting the follow-up activities.

Purposes of the Course

To help pupils obtain a better idea of what foreign language study is like.
To create interest in other peoples' languages and customs.
To develop the ability to understand and speak a foreign language within a framework of limited conversational expressions.
To enrich learning by correlating a foreign language with other phases of the school curriculum such as: social studies, art, music, and physical education.

The Telecasts

The lessons, based on familiar everyday expressions, are developed by using the language pattern technique. These patterns provide the structure for developing additional vocabulary items.

The basic teaching procedure used in the telecasts follows the methods advocated by the Modern Language Association and the United States Office of Education:

> "The first presentation of vocabulary and structure is oral without any reference to the printed page, so that the pupils are able to say easily all the material they are going to read. This procedure has the following advantages: (continued)

1. The pupil pronounces more accurately by imitation of the spoken sounds, and his pronunciation is not influenced by a spelling which may resemble English.

2. Fluency is assured and no time is lost in interpreting new vocabulary, since the pupil already knows what the sentences say and needs only to practice recognizing the written forms as he did when he began reading his own language."[1]

The Role of the Classroom Teacher

In order for pupils to receive maximum benefit from the telecasts, it is recommended that the classroom teacher use the following procedures:

1. Establish the proper attitude and climate for learning a foreign language.
2. Prepare the pupils for each telecast by reading the "Explanation of Telecast" to them.
3. Read the English translation of the day's lesson to the pupils in order to familiarize them with the meaning of the Spanish sentences they will hear on the telecast.
4. Do not pronounce the Spanish expressions for the class prior to the telecast.
5. Insist on complete attention and active participation by the pupils during the telecast.
6. Participate with your pupils during the telecast by standing near the television set and imitating and repeating the expressions being taught.
7. Delay writing the conversational patterns until they have first been shown in print on the telecast.

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[1] Modern Foreign Languages in the Elementary School - Teaching Techniques, Elizabeth Keese, Specialist, Foreign Languages, U.S. Dept. of Health, Education, and Welfare, 1960.

The Role of the Classroom Teacher (Continued)

8. Discourage pupils from writing in phonics what is heard on the telecast.
9. Confine the use of Spanish in the classroom to those basic language patterns used on the telecast. This will help to eliminate common errors made by pupils in grammatical structure.
10. Use the various Spanish expressions in appropriate situations during the school day.
11. Devote five minutes after each telecast to language practice. Suggested activities appear at the end of each lesson.
12. Use the record in the following manner:
    - Listen to the conversational part of the lesson first to hear the intonation and rhythm of the language.
    - Listen to the conversational part of the record again for comprehension.
    - Play the second part of the lesson that contains the pauses for pupil repetition. Proceed as follows:
        Entire class imitates the voice on the record.
        Sections of the class imitate the voice.
        Individual pupils imitate the voice.
13. Encourage pupils to borrow the recordings for home practice. These recordings contain all of the language patterns presented in the telecast lessons.
14. Delay the use of any Spanish readers in the fifth grade. Designated readers will be available in the sixth grade.

Additional Help For Teachers

Telecast Lessons For Teachers

A series of lessons, designed especially to help the classroom teacher, will be telecast each semester. These telecasts will acquaint the classroom teacher with the lesson material prior to the pupil telecasts.

In-Service Course

An in-service course is offered each year in order to help classroom teachers become more acquainted with Spanish.

Additional Help For Teachers (Continued)

Visits

The service of the studio teacher and supervisors are available for additional help relating to the lessons as well as in the selection of additional materials and in developing Spanish skits and programs. Teachers are requested to make arrangements for these visits with their principal.

Visual Cue Cards

Visual Cue Cards have been prepared for each language pattern in every lesson. They are a valuable aid in providing a visual stimulus to help the pupils more easily recall the language patterns. Their continued use is recommended for more effective learning. For teacher reference the back of each Visual Cue Card contains the Spanish expressions, the phonetic pronunciation, and the English translation.

LA FAMILIA (THE FAMILY) LESSON 25

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

In this first lesson we will learn to say some Spanish expressions involving members of the family. I will read the English expressions as I show you the Visual Cue Cards for this lesson. This will make it easier for you to understand what is being said in Spanish on the telecast.

Remember that one of the important points in learning a new language is to listen carefully. What are some of the other important points?

- Listen for the rhythm and melody of the sentence.
- Pay close attention to objects used and gestures made.
- Imitate aloud when asked to do so.
- Practice each sentence until you know it by heart.

LANGUAGE PATTERNS

¡Hola, amigos!	Hello friends!
Yo soy su maestra.	I am your teacher.
¿Cómo están ustedes?	How are you?
Muy bien, gracias.	Very fine, thank you.
¿Y usted?	And you?
¿Quién es?	Who is it?
¿ . . . es él?	Who is he?
¿ . . . es ella?	Who is she?
Es mi familia.	It is my family.
El es mi padre.	He is my father.
. . . . . hermano.	He is my brother.
Ella es mi madre.	She is my mother.
. . . . . . hermana.	She is my sister.
¡Escuchen bien!	Listen carefully.
Adiós. Hasta pronto.	Good-by. See you soon.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record. Follow the procedure indicated in the section entitled, "To the Teacher."

2. Select four pupils to represent the members of the family: father, mother, brother, sister. Have each pupil pantomime an action depicting the person he represents. For example: father (reading a newspaper), mother (stirring the contents of a bowl), brother (pitching a ball), and sister (jumping rope). Point to each and ask the class: ¿Quién es él? or ¿Quién es ella? The class is to reply in complete sentences: El es mi ________ or Ella es mi ________, giving the appropriate answer. Emphasize the use of complete sentences because it is necessary to go beyond the mere identification of the objects in order to gain facility in understanding and speaking Spanish.

3. VISUAL CUE CARDS: Follow the basic suggestions in the Visual Cue Card notebook.

RECORD

SPANISH SEMESTER 2, Band 1

LA FAMILIA (THE FAMILY) LESSON 26

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Today you will learn to ask two questions in Spanish: "With whom do you live?" and "Where do you live?" Pay close attention while I show you the Visual Cue Cards and give you the English expressions so you will be familiar with what you will hear in Spanish on the telecast.

REVIEW

¡Hola, amigos!	Hello,friends.
Yo soy su maestra.	I am your teacher.
¿Cómo se llama usted?	What is your name?
Me llamo Juan, a sus órdenes.	My name is John, at your service.
¿Cómo están ustedes?	How are you?
Muy bien, gracias.	Very fine, thank you.
¿Quién es él?	Who is he?
¿ . . . . . ella?	Who is she?
El es mi padre.	He is my father.
Ella es mi madre.	She is my mother.
¿Cómo se llama su padre?	What is your father's name?
¿ . . . . madre?	What is your mother's name?
Mi padre se llama Juan.	My father's name is John.
. .madre . . . . .María.	My mother's name is Mary.
¿Cómo está su familia?	How is your family?
¿ . . . . padre?	How is your father?
¿ . . . . madre?	How is your mother?
Mi familia está muy bien.	My family is very fine.
Mi padre	My father is very fine.
Mi madre	My mother is very fine.

LANGUAGE PATTERNS

¿Con quién vive usted?	With whom do you live?
Yo vivo con mis padres.	I live with my parents.
. . . . . . mis hermanos.	I live with my brothers.
. . . . . . mis hermanas.	I live with my sisters.

LANGUAGE PATTERNS (Continued)

¿Dónde vive usted?	Where do you live?
Yo vivo en Milwaukee.	I live in Milwaukee.
. . . . . .la casa.	I live in the house.
. . . . . .la casa bonita.	I live in the pretty house.
¡Escuchen bien!	Listen carefully!
Adiós. Hasta pronto.	Good-by. See you soon.

CANCIÓN: "JUAN, PEDRO, PABLO DE LA MAR"	SONG: "JOHN, PETER, PAUL OF THE SEA"
Juan, Pedro, Pablo de la mar.	John, Peter, Paul of the sea.
Es mi nombre, sí.	Yes, it is my name.
Y por donde yo voy,	And wherever I go,
Me dicen lo que soy,	They tell me what I am
Juan, Pedro, Pablo de la mar.	John, Peter, Paul of the sea.
Tra, la, la, la, la, la, la, la.	Tra, la, la, la, la, la, la, la.

SUGGESTED FOLLOW-UP ACTIVITIES

1. VISUAL CUE CARDS: Play the record segment containing the expressions ¿Con quién vive usted? and Yo vivo con mi (mis) ________. Point to the members of the family on the card as they are modeled on the record. Do this modeling phase twice as the pupils listen. Then ask all the pupils to respond as you point to each member of the family. Follow this procedure: full class participation, part class, individual.
2. VISUAL CUE CARDS: Hold up the card as you model the expression ¿Dónde vive usted? Point to Milwaukee and say Yo vivo en Milwaukee. Repeat. Then ask the class to respond to your question by saying Yo vivo en (Milwaukee) (Waukesha) as you alternate pointing to each city. Use the map for locating other cities, states, or countries.

SUGGESTED FOLLOW-UP ACTIVITIES (Continued)

3. Write on the chalkboard the proper nouns introduced in this lesson. Then ask pupils: *¿Cómo se llama su padre?*, *¿Cómo se llama su madre?*, *¿Cómo se su hermana?*, etc. Pupils will select one of the names on the chalkboard and answer in a complete sentence. For example: *Mi padre se llama Juan*.

RECORD

SPANISH SEMESTER 2, Band 2

LA FAMILIA (THE FAMILY) LESSON 27

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

We use the expression, "I like," many times a day. The same is true in Spanish. Because it is such a useful expression, we are going to spend time today learning how to use it in Spanish. Look at these Visual Cue Cards as I give you the expression in English.

REVIEW

Buenos días.	Good morning.
Buenas tardes.	Good afternoon.
¿Cómo está su padre?	How is your father?
¿ . . . . . .su madre?	How is your mother?
¿ . . . . . .su hermana?	How is your sister?
¿ . . . . . .su maestra?	How is your teacher? (fem.)
¿ . . . . . .su maestro?	How is your teacher. (masc.)
Mi padre está muy bien.	My father is very fine.
Mi madre	My mother is very fine.
Mi hermana	My sister is very fine.
Mi maestra	My teacher is very fine.
Mi maestro no está muy bien.	My teacher is not very well.
¿Cómo se llama su padre?	What is your father's name?
¿ . . . . madre?	What is your mother's name?
¿ . . . . hermano?	What is your brother's name?
¿ . . . . escuela?	What is your school's name?
Mi padre se llama Juan.	My father's name is John.
Mi madre . . . . .María.	My mother's name is Mary.
Mi hermano . . . .Pablo.	My brother's name is Paul.
Mi escuela . . . .Oak.	My school's name is Oak.
¿Dónde vive usted?	Where do you live?
Yo vivo en Milwaukee.	I live in Milwaukee.
¿Con quién vive usted?	With whom do you live?
Yo vivo con mis padres.	I live with my parents.
CANCIÓN: "JUAN, PEDRO, PABLO DE LA MAR"	SONG: "JOHN, PETER, PAUL OF THE SEA"

LA FAMILIA (THE FAMILY) LESSON 27

LANGUAGE PATTERNS

Me gusta mi familia.	I like my family.
. . . . padre.	I like my father.
. . . . hermano.	I like my brother.
. . . . hermana.	I like my sister.
Mi familia es buena.	My family is good.
Mi madre	My mother is good.
Mi hermana	My sister is good.
Mi maestra	My teacher is good.
Mi padre es bueno.	My father is good.
Mi hermano	My brother is good.
Mi maestro	My teacher is good.

SUGGESTED FOLLOW-UP ACTIVITIES

1. VISUAL CUE CARDS: Me gusta can be practiced by holding up various cards such as: la familia, mi padre, mi madre, mi hermano, mi hermana. If time permits, objects from other lessons can be reviewed with Me gusta.

2. VISUAL CUE CARDS: Play the record segment beginning with Mi familia es buena. Hold up the card and have a pupil point to the appropriate object on the card when spoken on the record. Emphasize the difference between the feminine, buena, and the masculine, bueno. Then assign the girls to respond with the appropriate sentence as you point to the feminine object. The boys will respond to each masculine object. Finally, call on individuals.

   Note: Restrict the use to singular objects because the form Me gusta will change when referring to objects in the plural.

RECORD

SPANISH SEMESTER 2, Band 3

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 28

CANCIÓN: "JUAN, PEDRO, PABLO DE LA MAR" **SONG:** "JOHN, PETER, PAUL OF THE SEA"

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record. Use the procedure indicated in the section entitled, "To the Teacher." Encourage your pupils to take home the record for additional practice.

2. VISUAL CUE CARDS: Use the cards from Lesson 25, 26, and 27 to review the various expressions. For example: ¿Quién es?, El es mi ______, ¿Con quién vive usted?, Yo vivo con ______, Me gusta ______. Hold up each card and ask individual pupils for the Spanish expression which the card suggests.

3. VISUAL CUE CARDS: Arrange the cards in the story form found below. Have the pupils listen as you tell the story in Spanish. Point to the appropriate card as you model the story. Then have various pupils tell the same story substituting their own names. Prompt pupils when necessary.

   Buenas tardes, amigos.
   Me llamo Pancho.
   Yo vivo con mi padre, mi madre, y mis dos hermanos.
   Me gusta mi familia.
   Yo vivo en Milwaukee.
   Me gusta Milwaukee.

RECORD

SPANISH SEMESTER 2, Bands 1, 2, 3, 4

LOS COLORES (THE COLORS) LESSON 29

EXPLANATION OF TELECAST BY THE CLASSROOM TEACHER

Because the use of colors is so common in our daily conversation, learning how to say them in Spanish will give us an opportunity to expand our vocabulary and to review some old expressions. Look at these Visual Cue Cards as I read in English what you will hear in Spanish on the telecast.

LANGUAGE PATTERNS

Yo tengo muchos colores.	I have many colors.
. . . . .cinco colores.	I have five colors.
¿Qué color es?	What color is it?
Es rojo.	It is red.
. .blanco.	It is white.
. .negro.	It is black.
. .amarillo.	It is yellow.
. .color de café.	It is brown.
¿Qué es esto?	What is this?
Es la escuela roja.	It is the red school.
. . . silla color de café.	It is the brown chair.
. .el papel blanco.	It is the white paper.
. . . lápiz amarillo.	It is the yellow pencil.
¡Miren mis labios!	Watch my lips.
¡Escuchen bien!	Listen carefully.
¡Repitan la frase, por favor!	Repeat the sentence, please.
Hasta pronto.	See you soon.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record. Follow the procedure indicated in the section entitled, "To the Teacher."

2. VISUAL CUE CARDS: Hold up each card for this lesson. Ask the class to identify the color portrayed in each card in complete Spanish sentences. For example: Teacher - ¿Qué color es?, Class - Es amarillo, Es negro, etc.

SUGGESTED FOLLOW-UP ACTIVITIES (Continued)

3. Use different colored construction paper to help your pupils practice the five colors in this lesson. Cut the five sheets into enough strips to pass out to each class member. Ask the question ¿Quién tiene el color blanco? Every pupil that has the color should answer Yo tengo el color blanco. Follow the same procedure for the other colors. Save these strips for future practice.

RECORD

SPANISH SEMESTER 2, Band 5

LOS ANIMALES (THE ANIMALS) LESSON 30

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Today you will have the opportunity to review the colors as you learn the names of some animals. The very useful expressions "there is" and "there are" as well as "a" and "an" will be used for the first time. Listen as I give the English expressions and show you the Visual Cue Cards for this lesson.

REVIEW

¿Qué es esto?	What is this?
Es la escuela roja.	It is the red school.
. . . silla color de café.	It is the brown chair.
. .el papel blanco.	It is the white paper.
. . . lápiz amarillo.	It is the yellow pencil.

LANGUAGE PATTERNS

Mi familia tiene muchos animales.	My family has many animals.
Mi familia tiene cinco animales.	My family has five animals.
¿Hay muchos animales aquí? Sí.	Are there many animals here? Yes.
Hay una gallina.	There is a hen.
Hay un pollito.	There is a chick.
. . . .burro.	There is a donkey.
. . . .perro.	There is a dog.
. . . .pato.	There is a duck.
Hay muchos animales aquí? Sí.	Are there many animals here? Yes.
Hay una gallina roja.	There is a red hen.
. . un pollito amarillo.	There is a yellow chick.
. . un burro color de café.	There is a brown donkey.
. . un pato blanco.	There is a white duck.
¡Escuchen bien, por favor!	Listen carefully, please.
¡Miren mis labios!	Watch my lips.
Adiós.	Good-by.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record. Follow the procedure indicated in the section entitled, "To the Teacher."
2. VISUAL CUE CARDS: Hold up the pictures of the five animals one at a time. Ask the class to identify each animal in a complete sentence. For example: Hay una gallina. Identify all the animals in this way. Then have the class expand the sentence by adding the descriptive adjective of color. Point to an animal as you hold up colored construction paper associated with that animal. Example: Hay una gallina roja. Practice this language pattern by substituting other animals and their appropriate colors. As a variation, the teacher can give a color as a cue. For example: roja. The class is expected to give the complete sentence, Hay una gallina roja. Do the same for other animals.

RECORD

SPANISH SEMESTER 2, Band 6

LOS ANIMALES Y SUS COLORES
(THE ANIMALS AND THEIR COLORS) LESSON 31

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

In previous lessons, you have learned the Spanish words for the family, colors, and animals. Today you will learn to link these three to form new sentences. Look at these Visual Cue Cards as I give you the English expressions for this lesson.

LANGUAGE PATTERNS

¿Tiene su familia animales?	Does your family have animals?
Sí, mi familia tiene muchos animales.	Yes, my family has many animals.
Mi familia tiene cinco animales.	My family has five animals.
Mi hermano tiene un perro negro.	My brother has a black dog.
Mi hermana tiene un pollito amarillo.	My sister has a yellow chick.
Mi padre tiene un burro color de café.	My father has a brown donkey.
Mi madre tiene una gallina roja.	My mother has a red hen.
Yo tengo un pato blanco.	I have a white duck.
¡Repitan la frase, por favor!	Repeat the sentence, please.

SUGGESTED FOLLOW-UP ACTIVITIES

1. VISUAL CUE CARDS: Play the record. Hold up the card appropriate to each expression. Have pupils repeat the expression during each pause. After a few more repetitions have the pupils give the expression without hearing the record. After all expressions have been practiced in this way, change the sequence of the Visual Cue Cards and ask for responses.

2. Encourage your pupils to take the record home for additional practice.

3. Use the following Tic-Tac-Toe game to insure that the pupils understand the usage of un and una. Have the pupils write the article on their game form as you say the nouns one at a time.

SUGGESTED FOLLOW-UP ACTIVITIES

1. (una) gallina	2. (una) hermana	3. (un) hermano
4. (un) pato	5. (una) escuela	6. (una) familia
7. (un) burro	8. (un) pollito	9. (una) mesa

RECORD

SPANISH SEMESTER 2, Band 7

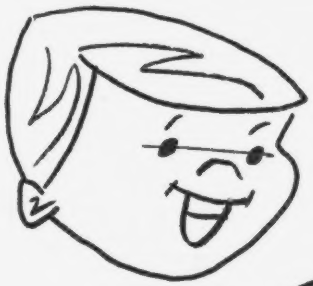
¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 32

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

How much Spanish do you remember? Today you will be given a test to help you find out how well you are doing. It will test your understanding of complete expressions dealing with the family, animals, and colors. Have paper and pencil ready.

REVIEW

EXAMEN: ¿QUIÉN ES?		**TEST**: WHO IS IT?
1. El es mi padre.	(C)	He is my father.
2. Ella es mi madre.	(B)	She is my mother.
3. El es mi hermano.	(A)	He is my brother.
4. Ella es mi hermana.	(D)	She is my sister.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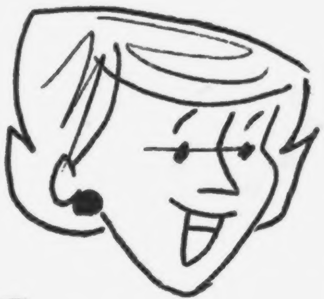
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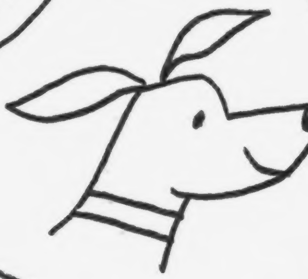
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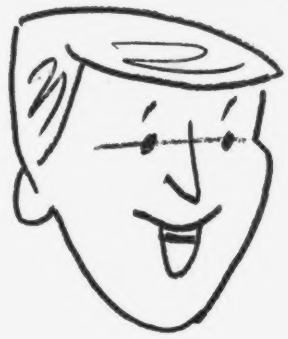
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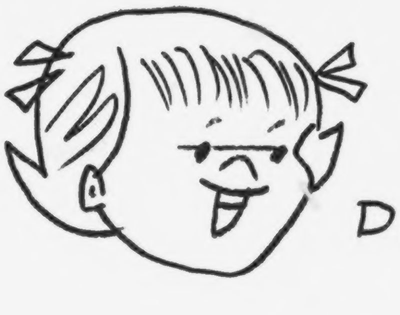
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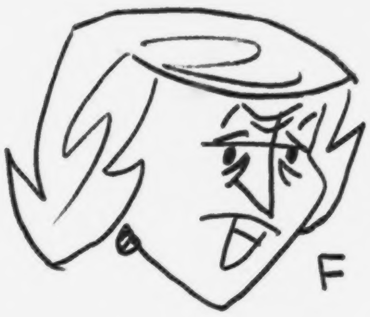
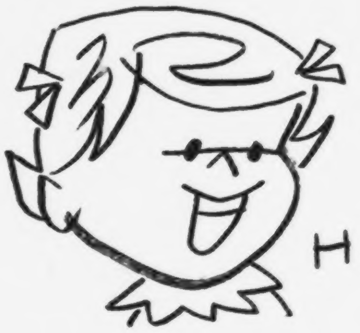
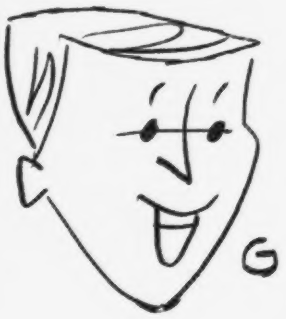
EXAMEN: ¿CÓMO ESTÁ? **TEST:** HOW IS?

5. Mi padre está bien. (G) My father is well.
6. Mi madre no está bien. (F) My mother is not well.

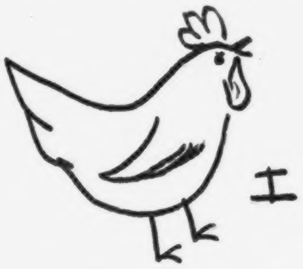


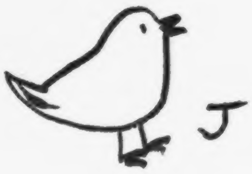


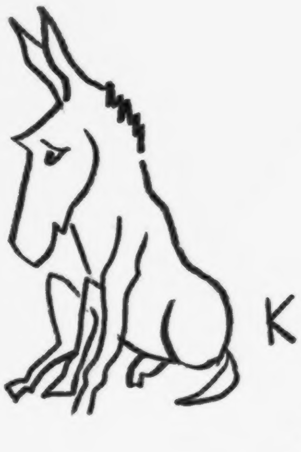


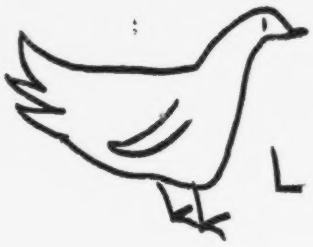
EXAMEN: ¿QUÉ HAY? **TEST:** WHAT IS THERE?

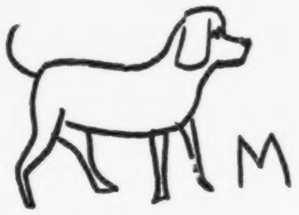
7. Hay un perro. (M) There is a dog.
8. . . un pollito. (J) There is a chick.
9. . . una gallina. (I) There is a hen.
10. . . un pato. (L) There is a duck.





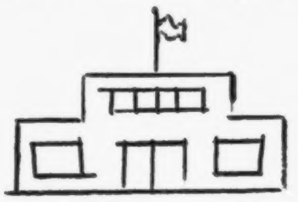






EXAMEN: ¿QUÉ ES ESTO? **TEST**: WHAT IS THIS?

11. Es el papel blanco.(P) It is the white paper.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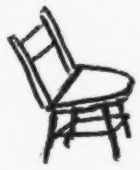
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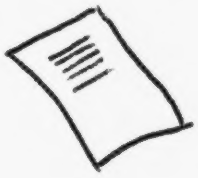
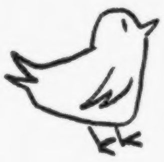
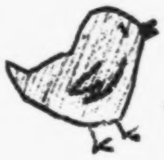

P

12. Es el pollito amarillo. It is the yellow chick. (Q)


Q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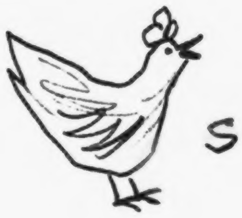

S

SUGGESTED FOLLOW-UP ACTIVITIES

1. Use the opaque projector to review the pictures of the test. Play the record at the same time and have the pupils check their test answers.
2. Write the twelve test sentences on the chalkboard. Have the pupils copy and illustrate them in their Spanish scrapbooks.
3. Encourage your pupils to take home the record for additional practice.

RECORD

SPANISH SEMESTER 2, Bands 1 through 8

LOS NÚMEROS (THE NUMBERS) LESSON 33

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Do you remember your numbers from one to ten in Spanish? Today you will practice these numbers as well as learn two new numbers--eleven and twelve. Have paper and pencil ready. Listen while I read the English expressions and show you the Visual Cue Cards.

REVIEW

¿Qué tiene usted?	What do you have?
Yo tengo un padre.	I have a father.
. . . . .dos hermanos.	I have two brothers.
. . . . .tres hermanas.	I have three sisters.
. . . . .cuatro pollitos.	I have four chicks.
. . . . .cinco colores.	I have five colors.
. . . . .seis animales.	I have six animals.
. . . . .siete números.	I have seven numbers.
. . . . .ocho mesas.	I have eight tables.
. . . . .nueve sillas.	I have nine chairs.
. . . . .diez libros.	I have ten books.

¿Con quién vive usted?	With whom do you live?
Yo vivo con mis padres.	I live with my parents.
. . . . . . mis hermanos.	I live with my brothers.
. . . . . . mis hermanas.	I live with my sisters.

LANGUAGE PATTERNS

Vamos a contar en español: Let's count in Spanish:

cero	cuatro	ocho	zero	four	eight
uno	cinco	nueve	one	five	nine
dos	seis	diez	two	six	ten
tres	siete	once	three	seven	eleven
		doce			twelve

¿Cuántos números hay?	How many numbers are there?
Hay doce números.	There are twelve numbers.

¿Qué escribe usted?	What are you writing?
Yo escribo los números.	I am writing the numbers.
. . . . . .el número once.	I am writing number eleven.
. . . . . .el número doce.	I am writing number twelve.

Déme el número once.	Give me number eleven.
. . . . .doce.	Give me number twelve.

LANGUAGE PATTERNS (Continued)

Gracias.	Thank you.
De nada.	You are welcome.
¡Bien hecho!	Well done!
Hasta luego.	See you later.
CANCIÓN: "DO, RE, MI"	SONG: "DO, RE, MI"
Do, re, mi, fa, so, la, ti, do.	Do, re, mi, fa, so, la ti, do.
Do, ti, la, so, fa, mi, re, do.	Do, ti, la, so, fa, mi, re, do.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record. Follow the procedure indicated in the section entitled, "To the Teacher."

2. VISUAL CUE CARDS: Use the cards to practice the following expressions: ¿Cuántos números hay? Hay doce números, ¿Qué escribe usted?, Yo escribo __________. Assign the first person in each of five rows one of the following five expressions. For example: Row 1,first person - ¿Cuántos números hay? Row 2, first person - will point to six or more numbers on the card and say: uno, dos, tres, cuatro, cinco, seis. Row 3, first person - pupil answers: Hay seis números. Row 4, first person - asks the question, ¿Qué escribe usted? Row 5, first person - answers, Yo escribo el número cuatro as the pupil writes number four on the chalkboard. Then have the next person in each row give these same expressions using different numbers. Prompt when necessary.

3. Write the numerals from zero to twelve on the board out of order. Ask the pupils to identify these numerals.

4. Place the vowels on the board as indicated below. Pronounce each letter in unison. Repeat the vowel review by having each pupil pronounce a vowel sound. The approximate English sounds are:

(continued)

SUGGESTED FOLLOW-UP ACTIVITIES (Continued)

a (ah), e (ay), i (ee), o (oh), u (oo). Do not glide vowels.

A E I O U
E I O U A
I O U A E
O U A E I
U A E I O

RECORD

SPANISH SEMESTER 2, Band 9

¿QUÉ HORA ES? (WHAT TIME IS IT?) LESSON 34

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Now that you know your numbers from one to twelve in Spanish, you'll find today's lesson very easy. You are going to learn how to use these numbers in telling time in Spanish. To help you with this lesson, look at the Visual Cue Cards as I give you the English expressions.

REVIEW

Vamos a contar.	Let's count.
. . . . sumar.	Let's add.
Me gusta contar.	I like to count.
. . . . .sumar.	I like to add.
¿Cuántos números hay?	How many numbers are there?
Hay doce números.	There are twelve numbers.
CANCIÓN: "DOS Y DOS"	SONG: "TWO PLUS TWO"
Dos y dos son cuatro.	Two and two are four.
Cuatro y dos son seis.	Four and two are six.
Seis y dos son ocho,	Six and two are eight.
Y ocho, diez y seis.	and eight, sixteen.

LANGUAGE PATTERNS

¿Hay un reloj aquí?	Is there a clock here?
Sí, hay un reloj aquí.	Yes, there is a clock here.
¿Dónde está el reloj?	Where is the clock?
El reloj está aquí.	The clock is here.
. . . . en la mesa.	The clock is on the table.
¿Qué hora es?	What time is it?
Es la una.	It is one o'clock.
Son las dos.	It is two o'clock.
. . . . tres.	It is three o'clock.
. . . . cuatro.	It is four o'clock.
. . . . cinco.	It is five o'clock.
. . . . seis.	It is six o'clock.
. . . . siete.	It is seven o'clock.

(Continued)

LANGUAGE PATTERNS (Continued)

Son las ocho.	It is eight o'clock.
. . . . nueve.	It is nine o'clock.
. . . . diez.	It is ten o'clock.
. . . . once.	It is eleven o'clock.
. . . . doce.	It is twelve o'clock.
¡Bien hecho!	Well done!
Hasta luego.	See you later.

SUGGESTED FOLLOW-UP ACTIVITIES

1. VISUAL CUE CARDS: Practice the expressions in this lesson by playing the record and referring to the appropriate card.
2. Have a pupil make a large clock with movable hands or draw one on the chalkboard. Set it to one o'clock and ask ¿Qué hora es? The class responds with the correct time, Es la una. Practice the time for each hour in this way. Set the clock to one o'clock once more and ask ¿Qué hora es? The pupil who gives the correct answer, sets the clock one hour later and calls on one of his classmates to answer his question, ¿Qué hora es? Continue in this way.

RECORD

SPANISH SEMESTER 2, Band 10

FELIZ CUMPLEAÑOS (HAPPY BIRTHDAY) LESSON 35

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

How old are you? Today you will learn to answer this question in Spanish. You will also learn the Spanish version of the song, "Happy Birthday." Look at these Visual Cue Cards as I give you the English expressions.

REVIEW

¿Tiene usted un reloj?	Do you have a watch?
Sí, yo tengo un reloj.	Yes, I have a watch.
¿Dónde está su reloj?	Where is your watch?
Mi reloj está aquí.	My watch is here.
Me gusta su reloj.	I like your watch.
Déme su reloj, por favor.	Give me your watch, please.
Gracias.	Thank you.
De nada.	You're welcome.
¿Qué hora es?	What time is it?
Es la una.	It is one o'clock.
Son las dos.	It is two o'clock.
. . . . tres.	It is three o'clock.
. . . . cuatro.	It is four o'clock.
. . . . cinco.	It is five o'clock.
. . . . seis.	It is six o'clock.
. . . . siete.	It is seven o'clock.
. . . . ocho.	It is eight o'clock.
. . . . nueve.	It is nine o'clock.
. . . . diez.	It is ten o'clock.
. . . . once.	It is eleven o'clock.
. . . . doce.	It is twelve o'clock.

LANGUAGE PATTERNS

Vamos a hablar español.	Let's speak Spanish.
Hoy es un día de fiesta.	Today is a party day.
. . . .el cumpleaños de María.	Today is Mary's birthday.
¿Cuántos años tiene usted?	How old are you?
¿Cuántos años tiene su hermano?	How old is your brother?
¿Cuántos años tiene su hermana?	How old is your sister?

LANGUAGE PATTERNS (Continued)

Yo tengo once años.	I am eleven years old.
Mi hermano tiene doce años.	My brother is twelve years old.
Mi hermana tiene diez años.	My sister is ten years old.
¡Feliz cumpleaños!	Happy birthday.

CANCIÓN: "FELIZ CUMPLEAÑOS"	SONG: "HAPPY BIRTHDAY"
Feliz cumpleaños,	Happy birthday,
¿Querida María.	Dear Mary.
Hoy celebramos	Today we celebrate
Con fiesta su día.	Your day with a party.

SUGGESTED FOLLOW-UP ACTIVITIES

1. VISUAL CUE CARDS: Distribute the cards for this lesson to individual pupils. Have them stand in front of the room holding the cards in front of them. Play the record. As each Spanish expression is given on the record, the pupil with that card holds it over his head. The class imitates the expression in the pause on the record. Repeat this procedure.

2. Start a chain dialogue with the question, ¿Cuántos años tiene usted? and the answer, Yo tengo ______ años. The pupil answering should give his own age and point to another pupil as he continues by asking the question.

RECORD

SPANISH SEMESTER 2, Band 11

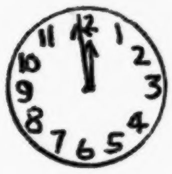
¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 36

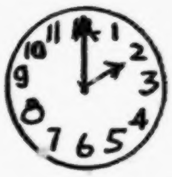
EXPLANATION OF TELECAST BY CLASSROOM TEACHER

This is the third review lesson of the semester. It will cover expressions dealing with numbers, time, and age. A test will be given to help you find out how much Spanish you understand. Have paper and pencil ready.

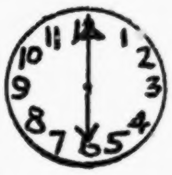
EXAMEN: DÉME EL NÚMERO	**TEST**: GIVE ME THE NUMBER
seis	six
tres	three
diez	ten
doce	twelve
cero	zero
cuatro	four
siete	seven
uno	one
cinco	five
nueve	nine
dos	two
ocho	eight
once	eleven

EXAMEN: ¿QUÉ HORA ES? **TEST**: WHAT TIME IS IT?

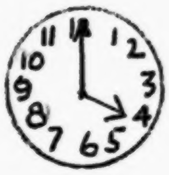
A.

12 1 2 3 4 5 6 7 8 9 10 11

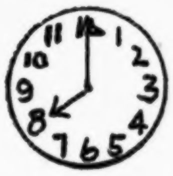
B.

12 1 2 3 4 5 6 7 8 9 10 11

Son las dos.

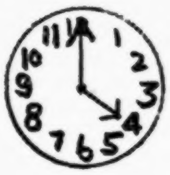
C,

12 1 2 3 4 5 6 7 8 9 10 11

Son las seis.

D.

12 1 2 3 4 5 6 7 8 9 10 11

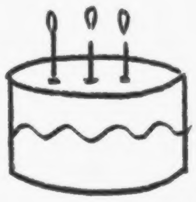
E.

12 1 2 3 4 5 6 7 8 9 10 11

Son las ocho.

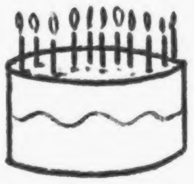
F.

12 1 2 3 4 5 6 7 8 9 10 11

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 36

EXAMEN: ¿CUÁNTOS AÑOS TIENE USTED? **TEST:** HOW OLD ARE YOU?

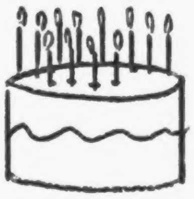


G.

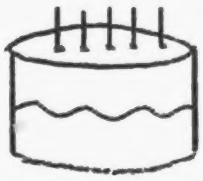


H.

Yo tengo once años.



I.



J.

Yo tengo doce años.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record. Follow the procedure indicated in the section entitled, "To the Teacher." Encourage your pupils to take the record home for additional practice.
2. SPEAKING PRACTICE: Linda, a new pupil from Cuba, tells her classmates about herself.

   Me llamo Linda.
   Yo tengo once años.
   Yo vivo con mi familia en Milwaukee.
   Me gusta Milwaukee.
   Hay cuatro personas en mi familia: mi madre, mi padre, mi hermano y yo.

RECORD:

SPANISH SEMESTER 2, Bands 9 through 12.

LOS DÍAS DE LA SEMANA (THE DAYS OF THE WEEK) LESSON 37

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

What day is today? Today you will learn to say the days of the week in Spanish. To help you associate each day with a particular action, watch carefully as I show you the Visual Cue Cards and give you the days that they represent in English.

REVIEW

¿Hay un calendario aquí?	Is there a calendar here?
Sí, hay un calendario aquí.	Yes, there is a calendar here.
Vaya usted al calendario, por favor.	Go to the calendar, please.
Yo voy al calendario.	I am going to the calendar.
¿Qué es esto?	What is this?
Es un calendario.	It is a calendar.

LANGUAGE PATTERNS

¿Qué son estos?	What are these?
Son los días de la semana.	They are the days of the week.
¿Cuántos días hay en una semana?	How many days are there in a week?
Hay siete días en una semana?	There are seven days in a week.

Los días de la semana son:		The days of the week are:	
lunes	jueves	Monday	Thursday
martes	viernes	Tuesday	Friday
miércoles	sábado	Wednesday	Saturday
	domingo		Sunday

¿Qué día es hoy?	What day is today?
Hoy es lunes.	Today is Monday.
. . . .martes.	Today is Tuesday.
. . . .miércoles.	Today is Wednesday
. . . .jueves.	Today is Thursday.
. . . .viernes.	Today is Friday.
. . . .sábado.	Today is Saturday.
. . . .domingo.	Today is Sunday.
¿Verdad?	Is that right?
Sí, es verdad.	Yes, that's right.
No, no es verdad.	No, that isn't right.

LOS DÍAS DE LA SEMANA (THE DAYS OF THE WEEK) LESSON 37

SUPPLEMENTARY MATERIAL

RIMA	RHYME
Lunes, martes, miércoles, tres.	Monday, Tuesday, Wednesday, three.
Lunes, martes, miércoles, tres.	Monday, Tuesday, Wednesday, three.
Jueves, viernes, sábado, seis.	Thursday, Friday, Saturday, six.
Jueves, viernes, sábado, seis.	Thursday, Friday, Saturday, six.
Y domingo, siete.	And Sunday, seven.

SUGGESTED FOLLOW-UP ACTIVITIES

VISUAL CUE CARDS: Play the listening part of the record as you hold up the cards for this lesson. During the repetition practice have the pupils imitate the voice on the record and pantomime the action for each day of the week. Then select seven pupils and assign each one a day of the week. As you point to one of the pupils he is expected to pantomime his day as he asks the class ¿Qué día es hoy? Class responds - Hoy es ______ giving the correct day.

RECORD

SPANISH SEMESTER 2, Band 13

LOS MESES DEL AÑO (THE MONTHS OF THE YEAR) LESSON 38

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Now that we have learned the days of the week in Spanish, let's learn the months of the year. We will also review the following expressions: "How many?" and "There are." Now look at the Visual Cue Cards as I give you the English expressions.

REVIEW

¿Cuántos días hay en una semana?	How many days are there in a week?
Hay siete días en una semana.	There are seven days in a week.
Los días de la semana son:	The days of the week are:

lunes	jueves	Monday	Thursday
martes	viernes	Tuesday	Friday
miércoles	sábado	Wednesday	Saturday
	domingo		Sunday

Me gusta el domingo.	I like Sunday.

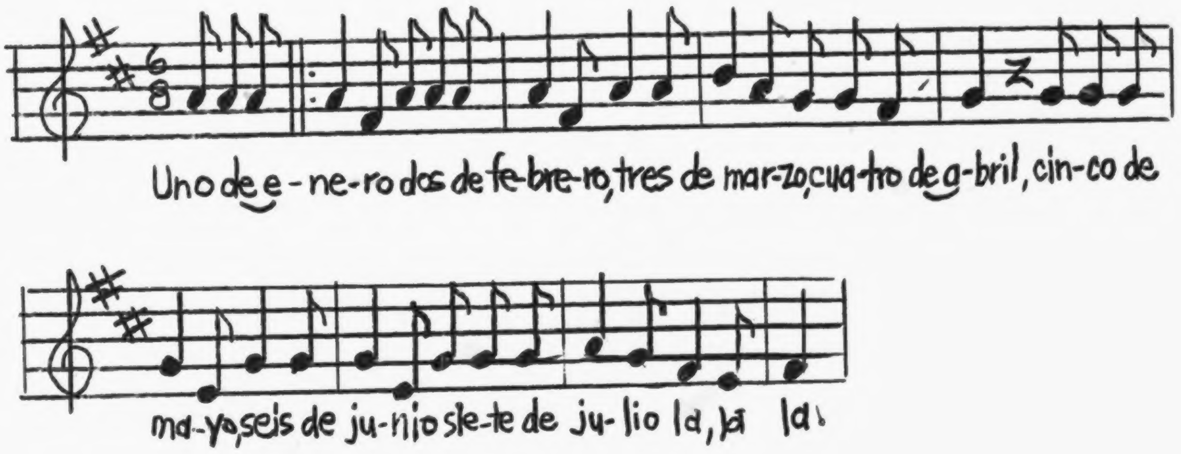
LANGUAGE PATTERNS

Vamos a hablar español.	Let's speak Spanish.
¿Dónde está el calendario, clase?	Where is the calendar, class?
Yo voy al calendario.	I am going to the calendar.
Aquí está el calendario.	Here is the calendar.
Aquí están los meses del año.	Here are the months of the year.
¿Cuántos meses hay en un año?	How many months are there in a year.
Hay doce meses en un año.	There are twelve months in a year.
Los meses del año son:	The months of the year are:

enero	julio	January	July
febrero	agosto	February	August
marzo	septiembre	March	September
abril	octubre	April	October
mayo	noviembre	May	November
junio	diciembre	June	December

SUPPLEMENTARY MATERIAL

CANCIÓN: "UNO DE ENERO" SONG: "THE FIRST OF JANUARY"


Uno de e-ne-ro dos de fe-bre-ro, tres de mar-zo, cua-tro de a-bril, cin-co de
ma-yo, seis de ju-nio sie-te de ju-lio la, la la.

SUGGESTED FOLLOW-UP ACTIVITIES

1. VISUAL CUE CARDS: Distribute this lesson's cards to the pupils in row one. Play the record. As the various expressions and the months are mentioned, the pupil having the corresponding card raises it above his head for everyone to see. After this lesson is completed on the record, distribute the cards to the pupils in row 2, row 3, etc. and continue practice with the record.

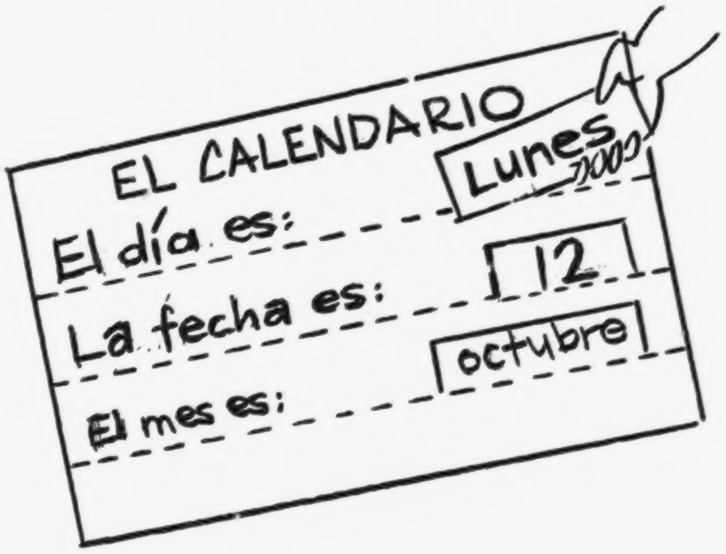
2. Have a group of pupils make a room calendar according to the following instructions:
   --A large sheet of heavy paper should be used for the calendar. Across the top, have the children print EL CALENDARIO. Below the title, and to the left, place these three lines of print, one below the other:
   El día es:________; La fecha (date) es:________;
   El mes es:_________. The three spaces on the right of the calendar should be left blank so that individual cards may be inserted with the correct day, date, and month.

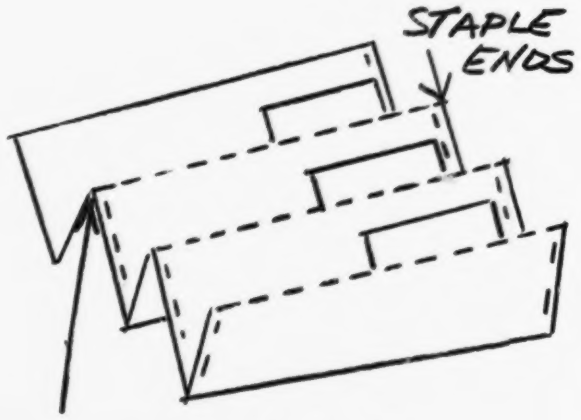
SUGGESTED FOLLOW-UP ACTIVITIES (Continued)

When the lettering is completed, the calendar is folded. Folds of about two inches should be taken just below each of the three lines of print. The folds should be stapled on each side of the calendar to form slots to hold individual cards.

Next, make the cards. The day, the date, and the month should have individual cards.

Individual pupils should be responsible for changing the cards daily and keeping the calendar up to date. The pupil in charge for the day should report orally to the class, Es lunes, el doce de octubre. Have the class practice these expressions.





FOLD FORWARD ON DOTTED LINES TO FORM POCKET

RECORD

SPANISH SEMESTER 2, Band 14

¿CUÁL ES LA FECHA? (WHAT IS THE DATE?) LESSON 39

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

What is today's date? Now that you know the days of the week, months of the year, and numbers, you'll find it simple to learn how to say the date in Spanish. Here are the Visual Cue Cards for this lesson and the expressions in English.

REVIEW

Hay siete días en una semana.	There are seven days in a week.
Los días de la semana son:	The days of the week are:

lunes	viernes	Monday	Friday
martes	sábado	Tuesday	Saturday
miércoles	domingo	Wednesday	Sunday
jueves		Thursday	

Hay doce meses en un año.	There are twelve months in a year.
Los meses del año son:	The months of the year are:

enero	julio	January	July
febrero	agosto	February	August
marzo	septiembre	March	September
abril	octubre	April	October
mayo	noviembre	May	November
junio	diciembre	June	December

LANGUAGE PATTERNS

Yo voy a la escuela el lunes, el martes, el miércoles, el jueves, y el viernes.	I go to school on Monday, Tuesday, Wednesday, Thursday, and Friday.
Yo no voy a la escuela el sábado y el domingo.	I don't go to school on Saturday and Sunday.
Me gustan el sábado y el domingo.	I like Saturday and Sunday.
¿Cuál es la fecha?	What is the date?
¿ . . . . de su cumpleaños.	What is the date of your birthday?

LANGUAGE PATTERNS (Continued)

Es lunes, el nueve de abril.	It is Monday, the ninth of April.
Es martes, el diez de abril.	It is Tuesday, the tenth of April.
Es miércoles, el once de abril.	It is Wednesday, the eleventh of April.
Es jueves, el doce de abril.	It is Thursday, the twelfth of April.

SUPPLEMENTARY MATERIALS

POEMA:	POEM:
En enero hace frío.	In January it is cold.
En febrero, también.	In February, also.
En marzo hace viento.	In March it is windy.
En abril está bien.	In April it is fine.
En mayo hay flores.	In May there are flowers.
Y en junio el amor.	And in June love.
En julio vacaciones.	In July vacations.
Y en agosto el calor.	And in August the heat.
En septiembre hay neblina.	In September there is fog.
En octubre el tronar.	In October the thunder.
Noviembre trae lluvia,	November brings rain.
Y diciembre el nevar.	And December snow.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Assign individual pupils to be responsible for reporting orally to the class the day, the date, and the month. For instance, Es lunes, el nueve de abril. Have the class repeat. NOTE: The first of any month in Spanish is El primero de ______, not El uno de ______.

2. VISUAL CUE CARDS: Play the record. Point to each card as it is referred to on the record. Have the pupils repeat during the pauses. Keep the pupils on their toes by gesturing who is to respond. For example: entire class, rows, boys, girls, individuals.

SUGGESTED FOLLOW-UP ACTIVITIES (Continued)

3. VISUAL CUE CARDS: Refer to the cards and ask ¿Cuál es la fecha de su cumpleaños? The pupils are to answer, Es lunes el nueve de abril as it appears on the card. Practice with rows and then with individual pupils. Next, call on various pupils to reply to the question by giving their own birth date. Pair up pupils to practice with the question and answer.
4. Have the pupils write the date in Spanish whenever they put the heading on their own papers.

RECORD

SPANISH SEMESTER 2, Band 15

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 40

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

This is the fourth review lesson. Time will be spent in reviewing expressions dealing with the days of the week, months of the year and dates. Again, remember that it is most important to know the complete expressions and not just single words.

REVIEW

¿Qué es esto? Es un calendario.	What is this? It is a calendar.
Yo voy al calendario. Hay un calendario aquí.	I am going to the calendar. There is a calendar here.
¿Qué día es hoy?	What day is today?
Hoy es lunes.	Today is Monday.
. . . .martes.	Today is Tuesday.
. . . .miércoles.	Today is Wednesday.
. . . .jueves.	Today is Thursday.
. . . .viernes.	Today is Friday.
. . . .sábado.	Today is Saturday.
. . . .domingo.	Today is Sunday.
Yo voy a la escuela el lunes, el martes, el miércoles, el jueves, y el viernes.	I go to school Monday, Tuesday, Wednesday, Thursday, and Friday.
Me gusta mi escuela.	I like my school.
Yo no voy a la escuela el sábado y el domingo.	I do not go to school Saturday and Sunday.
Los meses del año son:	The months of the year are:

enero	julio	January	July
febrero	agosto	February	August
marzo	septiembre	March	September
abril	octubre	April	October
mayo	noviembre	May	November
junio	diciembre	June	December

¿Cuál es la fecha? Es miércoles, el once de abril.	What is the date? It is Wednesday, the eleventh of April.

REVIEW (Continued)

¿Cuál es la fecha de su cumpleaños?	What is the date of his (her, your) birthday?
Es el doce de febrero.	It is the twelfth of February.
¿Verdad?	Is that right?
¡Felices Pascuas!	Happy Easter!
¡ . . . .vacaciones!	Happy vacation!
Adiós. Hasta la vista.	Good-by. Until I see you again.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record. Follow the procedure indicated in the section entitled, "To the Teacher."
2. Have the pupils draw or cut out pictures from magazines that correspond to each line of the story below. As each pupil tells the story he places the correct picture on the flannel board.

> Me llamo Pedro.
> Yo soy un alumno bueno.
> Yo tengo once años.
> Me gusta mi escuela.
> Yo voy a la escuela cinco días: el lunes, el martes, el miércoles, el jueves, y el viernes. Yo no voy a la escuela dos días: el sábado y el domingo.
> Yo voy a la escuela en septiembre, octubre, noviembre, diciembre, enero, febrero, marzo, abril, mayo y junio. Yo no voy a la escuela en julio y agosto. Son meses de vacaciones. Me gustan las vacaciones.

RECORD

SPANISH SEMESTER 2, Bands 13, 14, 15, 16

¿QUÉ LLEVO YO? (WHAT AM I WEARING?) LESSON 41

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

A new expression will be introduced today. This expression is "I am wearing." You will also learn the Spanish names for some articles of clothing. I'll read the English to you as I show you the Visual Cue Cards for this lesson.

REVIEW

Buenas tardes, clase.	Good afternoon, class.
¿Cómo están ustedes?	How are you?
¿Están presentes todos?	Is everyone present?
¡Qué bueno!	How nice!
Hay muchas cosas aquí.	There are many things here.

LANGUAGE PATTERNS

¡Pongan atención!	Pay attention.
¿Qué es esto?	What is this?
Es un sombrero.	It is a hat.
. .un suéter.	It is a sweater.
. .una blusa.	It is a blouse.
. .una falda.	It is a skirt.
. .una camisa.	It is a shirt.
Son pantalones.	They are trousers.
. . zapatos.	They are shoes.
¿Qué llevo yo?	What am I wearing?
Yo llevo un sombrero.	I am wearing a hat.
. . . . .un suéter.	I am wearing a sweater.
. . . . .una blusa.	I am wearing a blouse.
. . . . .una falda.	I am wearing a skirt.
. . . . .zapatos, también.	I am wearing shoes, also.
Me gustan mis zapatos.	I like my shoes.

SUPPLEMENTARY MATERIAL

CANCIÓN: "EL JARABE"	SONG: "EL JARABE"
¡Qué bonito bailar el Jarabe!	Oh, how lovely to dance the Jarabe.
Con rebozo y grande sombrero.	With shawl and wide-brimmed hat.

(continued)

¿QUÉ LLEVO YO? (WHAT AM I WEARING?) LESSON 41

CANCIÓN: "EL JARABE" (Cont.)	SONG: "EL JARABE"
Vestido en China poblana y charro,	Dressed in China Poblana and charro,
Bailamos en talón y en dedo.	We are dancing on heel and on toe.

NOTE: The music for "EL JARABE" can be found on page 172 of the "American Singer," Book 5.

SUGGESTED FOLLOW-UP ACTIVITIES

1. VISUAL CUE CARDS: Select a pupil to stand in front of the class to hold the card for this lesson. Have another pupil use a pointer to identify the article of clothing that is referred to on the record. The class listens as the record is played the first time. Play the record again and have the class respond during the pauses.

2. Play the record band again. For the segment ¿Qué es esto?, Es un sombrero, suéter, etc., ask the pupils to point to the articles of clothing worn by classmates as these articles are named. For instance: When the voice on the record says, Es una blusa, all pupils are to point to a girl wearing a blouse and repeat. When the voice on the record says, ¿Qué llevo yo, Yo llevo un sombrero, suéter, etc., each pupil wearing that article of clothing points to it. The class repeats.

3. NOTE: Prepare for Lesson 42 by asking the pupils to cut out the following articles of clothing from magazines: sombrero, suéter, blusa, falda, zapatos.

RECORD

SPANISH SEMESTER 2, Band 17

¿QUÉ LLEVA ÉL? (WHAT IS HE WEARING?) LESSON 42

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

"What is he wearing?" "What is she wearing?" Today you will learn to answer these questions in Spanish. Now look at these Visual Cue Cards as I give you the English expressions.

REVIEW

¡Hola,amigos!	Hello, friends.
Yo soy su maestra.	I am your teacher.
Ustedes son mis alumnos.	You are my pupils.
¿Qué llevo yo?	What am I wearing?
Yo llevo un sombrero.	I am wearing a hat.
. . . . .un suéter.	I am wearing a sweater.
. . . . .una blusa.	I am wearing a blouse.
. . . . .una falda.	I am wearing a skirt.
. . . . .zapatos, también.	I am wearing shoes, also.
Me gusta mi sombrero.	I like my hat.
¡Pongan atención!	Pay attention.

LANGUAGE PATTERNS

¿Qué lleva él?	What is he wearing?
El lleva un sombrero.	He is wearing a hat.
. . . . .una camisa.	He is wearing a shirt.
. . . . .pantalones.	He is wearing trousers.
. . . . .zapatos, también.	He is wearing shoes, also.
Me gusta su ropa.	I like his clothes.
¿Qué lleva ella?	What is she wearing?
Ella lleva un suéter.	She is wearing a sweater.
. . . . . .una blusa.	She is wearing a blouse.
. . . . . .una falda.	She is wearing a skirt.
. . . . . .zapatos, también.	She is wearing shoes, also.
Me gusta su ropa.	I like her clothes.
Adiós. Hasta luego.	Good-by. Until the next time.

SUGGESTED FOLLOW-UP ACTIVITIES

1. VISUAL CUE CARDS: Place the cards on the flannel board. Play the record and point to the appropriate cards. Have the pupils respond during the pauses on the record.

2. Use this technique to practice these questions and answers: ¿Qué lleva él?, El lleva un suéter, ¿Qué lleva ella?

   Teacher: ¿Qué lleva él? (Immediately after asking the question, lower your voice and give the cue word that you want to be used in the answer. For example: suéter.)

   Class: El lleva un suéter. (At the same time each pupil holds up the magazine picture of this article of clothing.)

   Continue this question and answer technique with other articles of clothing.

RECORD

SPANISH SEMESTER 2, Band 18

¿DE QUÉ COLOR ES? (WHAT COLOR IS IT?) LESSON 43

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

If you know the Spanish names for the articles of clothing and if you remember the colors in Spanish, you will find it easy to answer this question, "What color is ________?" in Spanish. As always I'll show you the Visual Cue Cards and give you the expressions in English for this lesson.

REVIEW

Buenos días, amigos.	Good day, friends.
¿Qué llevo yo?	What am I wearing?
Yo llevo un sombrero.	I am wearing a hat.
. . . . .un suéter.	I am wearing a sweater.
. . . . .una blusa.	I am wearing a blouse.
. . . . .una falda.	I am wearing a skirt.
. . . . .zapatos, también.	I am wearing shoes, too.
Aquí está mi amigo Pancho.	Here is my friend Frank.
. . . . . . .amiga Rosita.	Here is my friend Rose.
¿Qué lleva él?	What is he wearing?
El lleva una camisa.	He is wearing a shirt.
. . . . .pantalones.	He is wearing trousers.
. . . . .zapatos.	He is wearing shoes.
¿Qué lleva ella?	What is she wearing?
Ella lleva un suéter.	She is wearing a sweater.
. . . . . .una falda.	She is wearing a skirt.
. . . . . .zapatos, también.	She is wearing shoes, too.

LANGUAGE PATTERNS

¡Pongan atención!	Pay attention!
¿De qué color es la blusa?	What color is the blouse?
¿ . . . . .la falda?	What color is the skirt?
¿ . . . . .la camisa?	What color is the shirt?
¿ . . . . .el suéter?	What color is the sweater?
¿ . . . . .el sombrero?	What color is the hat?
¿ . . . . . . .son los pantalones?	What color are the trousers?
¿ . . . . .los zapatos?	What color are the shoes?

¿DE QUÉ COLOR ES? (WHAT COLOR IS IT?) LESSON 43

LANGUAGE PATTERNS (Continued)

La blusa es blanca.	The blouse is white.
La falda es amarilla.	The skirt is yellow.
La camisa es blanca.	The shirt is white.
El suéter es color de café.	The sweater is brown.
El sombrero es rojo.	The hat is red.
Los pantalones son color de café.	The trousers are brown.
Los zapatos son negros.	The shoes are black.
Me gusta este color.	I like this color.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Have two pupils in front of the room to help with today's lesson. Play the record. One pupil is to point to the articles of clothing on the card and the other is to identify the color mentioned by holding up construction paper of that color.

2. Play the game ¿Quién es? Describe a pupil in the class by telling the colors of his or her articles of clothing. If a pupil thinks it is he that is being described, he should ask: ¿Soy yo? If he is not correct, let other pupils guess. Continue by having the pupils give the description.

   Example: Es un niño.
   El lleva una camisa blanca.
   El lleva pantalones negros.
   El lleva zapatos negros, también.
   El no lleva un suéter.

   ¿Quién es?

RECORD

SPANISH SEMESTER 2, Band 19

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 44

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

Do you realize that you know enough Spanish to tell many stories about yourself, your family, and your friends? Today you will see how the expressions that you know can be used in telling stories. Listen while I read each story in English.

REVIEW

Mi Sombrero	My Hat
Yo soy alumna.	I am a pupil.
Yo vivo en Milwaukee.	I live in Milwaukee.
Yo vivo con mi familia.	I live with my family.
Yo llevo un sombrero.	I am wearing a hat.
Yo llevo un sombrero bonito.	I am wearing a pretty hat.
Es un sombrero negro.	It is a black hat.
Mi sombrero es grande.	My hat is large.
Es bonito. ¿Verdad?	It is pretty. Right?

Un Suéter Bonito	A Pretty Sweater
Mi padre lleva un suéter.	My father is wearing a sweater.
El lleva un suéter rojo.	He is wearing a red sweater.
Su suéter es bonito.	His sweater is pretty.
Me gusta su suéter.	I like his sweater.

La Falda de Rosa	Rose's Skirt
Hoy es el cumpleaños de Rosa.	Today is Rose's birthday.
Ella tiene once años.	She is eleven years old.
Rosa es mi hermana.	Rose is my sister.
Ella lleva una falda.	She is wearing a skirt.
Es una falda color de café.	It is a brown skirt.
Me gusta su falda.	I like her skirt.
Me gusta el color.	I like the color.

(continued)

CRUCIGRAMA

1 c	u	2 m	p	l	e	3 a	ñ	4 o	s	▨	5 l	6 a	▨	7 t	▨	▨
o	▨	i	▨	▨	▨	l	▨	n	▨	8 n	▨	9 h	u	e	v	10 e
m	▨	11 s	e	i	12 s	▨	▨	c	▨	13 u	n	o	▨	n	▨	s
o	▨	▨	▨	▨	i	▨	14 d	e	m	e	▨	▨	▨	g	▨	t
▨	15 f	16 e	b	r	e	r	o	▨	▨	v	▨	▨	17 h	o	r	a
18 e	▨	s	▨	▨	t	▨	c	▨	19 p	e	r	r	o	▨	▨	n
20 n	o	▨	21 j	u	e	v	e	s	▨	▨	▨	▨	22 y	o	▨	▨

HORIZONTALMENTE

1. HOY ES MI ________.
5. ES ________ CAMISA.
9. YO TENGO ________ AÑOS.
11. HAY ________ LIBROS.
13. UNO Y ________ SON DOS.
14. ________ UNA SODA, POR FAVOR.
15. ES EL MES DE ________.
17. ¿QUÉ ________ ES?
19. ¿DÓNDE ESTÁ EL ________?
20. YO ________ SOY LA PROFESORA.
21. YO VOY A LA ESCUELA EL ________.
22. ________ LLEVO ROPA.

VERTICALMENTE

1. ¿________ ESTÁ USTED?
2. ________ PADRES SON BUENOS.
3. YO VOY ________ PATIO DE RECREO.
4. SON LAS ________.
6. HAY DOCE MESES EN UN ________.
7. YO ________ DIEZ AÑOS.
8. CINCO Y CUATRO SON ________.
10. LOS ALUMNOS ________ AQUÍ.
12. MI HERMANA TIENE ________ AÑOS.
14. ES EL ________ DE ABRIL.
16. ¿CUÁL ________ LA FECHA?
17. ________ VOY A LA OFICINA.
18. EL ANIMAL ESTÁ ________ LA SILLA.

WORD SELECTION
HORIZONTALMENTE

DÉME
LA
FEBRERO
NO
CUMPLEAÑOS
SEIS
YO
PERRO
JUEVES
NUEVE
HORA
UNO

VERTICALMENTE

AL
ESTÁN
TENGO
ES
CÓMO
DOCE
HOY
AÑO
MIS
SIETE
NUEVE
EN
ONCE

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 45

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

This lesson is intended to review the expressions we learned in our first year of Spanish. Listen to the playlet as I read it in English. It will help us realize how many expressions we know in Spanish.

PLAYLET: ¡HOLA, AMIGOS!

Two pupils walk into scene.
They see two others walk toward them.

Pupils 1 & 2:	¡Hola!	Hello!
Pupils 3 & 4:	Buenas tardes.	Good afternoon.
Pupil 1:	¿Cómo está usted?	How are you?
Pupil 3:	Muy bien, gracias. ¿Y usted?	Very fine, thank you. And you?
Pupil 1:	Muy bien, gracias.	Very fine, thank you.
Pupil 3:	¿Cómo está usted?	How are you?
Pupil 2:	Muy bien, gracias. ¿Y usted?	Very fine, thank you. And you?
Pupil 3:	Muy bien, gracias.	Very fine, thank you.
Pupil 1:	¿Dónde vive usted?	Where do you live?
Pupil 4:	Yo vivo en una casa blanca. Yo vivo en Milwaukee. Yo vivo con mi familia.	I live in a white house. I live in Milwaukee. I live with my family.
Pupil 4:	¿Dónde vive usted?	Where do you live?
Pupil 1:	Yo vivo en una casa blanca, también. Yo vivo en México. Yo vivo con mi familia, también.	I live in a white house, also. I live in Mexico. I live with my family, also.

(continued)

PLAYLET: ¡HOLA, AMIGOS! (Continued)

Pupil 4:	¿Dónde vive usted?	Where do you live?
Pupil 2:	Yo vivo en una casa roja.	I live in a red house.
	Yo vivo en México, también.	I live in Mexico, also.
	Yo vivo con mi familia, también.	I live with my family, also.
Pupil 4:	Aquí está mi familia. (Shows pictures)	Here is my family.
Pupil 3:	¿Quién es él.	Who is he?
Pupil 4:	El es mi padre.	He is my father.
Pupil 3:	¿Quién es él?	Who is he?
Pupil 4:	El es mi hermano.	He is my brother.
Pupil 2:	¿Quién es ella?	Who is she?
Pupil 4:	Ella es mi madre.	She is my mother.
Pupil 2:	¿Quién es ella?	Who is she?
Pupil 4:	Ella es mi hermana.	She is my sister.
Pupil 1:	¿Tiene su familia muchos animales?	Does your family have many animals?
Pupil 4:	Sí, mi familia tiene muchos animales. (Shows pictures)	Yes, my family has many animals.
	Mi hermano tiene un perro.	My brother has a dog.
	Mi madre tiene una gallina.	My mother has a hen.
	Mi padre tiene un burro.	My father has a donkey.

(continued)

PLAYLET: ¡HOLA, AMIGOS! (Continued)

Pupil 3:	¿Qué hora es? (Looks at watch)	What time is it?
	Son las ocho. Vamos a la escuela.	It is eight o'clock. Let's go to school.
Pupil 4:	Bueno.	All right.
Pupils 3 & 4:	Adiós. Hasta la vista.	Good-by. See you again.
Pupils 1 & 2:	Adiós. Hasta la vista.	Good-by. See you again.

SUGGESTED FOLLOW-UP ACTIVITIES

Distribute mimeographed copies of the playlet. Play the record and have the class repeat. Assign roles to interested pupils and have them present the playlet to the class during the periods when no telecasts are scheduled.

RECORD

SPANISH SEMESTER 2, Band 21

EL CUMPLEAÑOS DE MARÍA (MARY'S BIRTHDAY) LESSON 46

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

A group of pupils will appear on the telecast to present a playlet that will help us review the semester's conversational patterns. Listen while I read the English version of the playlet to you.

PLAYLET: EL CUMPLEAÑOS DE MARÍA

Rosa to class:		
	Hoy es un día fiesta.	Today is a party day.
	Hoy es el cumpleaños de María.	Today is Mary's birthday.
	Yo voy a la fiesta de María.	I am going to Mary's party.
Pablo:	Yo voy a la fiesta de María, también.	I am going to Mary's party, also.
	Vamos a la fiesta.	Let's go to the party.
(As they walk they meet two more pupils.)		
Rosa & Pablo:	¡Hola, amigos!	Hello, friends!
Ana & Pancho:	¡Hola, amigos!	Hello, friends!
Rosa & Pablo:	¿Cómo están ustedes?	How are you?
Ana & Pancho:	Muy bien, gracias.	Very fine, thank you.
	¿Y ustedes?	And you?
Rosa & Pablo:	Muy bien, gracias.	Very fine, thank you.
Rosa:	Hoy es el cumpleaños de María.	Today is Mary's birthday.
	Hoy es domingo, el 16 de mayo.	Today is Sunday, the 16th of May.
	Yo voy a la fiesta de María.	I am going to Mary's party.
	Pablo y yo vamos a la fiesta de María.	Paul and I are going to Mary's party.
Ana:	Yo voy a la fiesta de María, también.	I am going to Mary's party, also.
Pancho:	Yo voy a la fiesta de María, también.	I am going to Mary's party, also.

PLAYLET: EL CUMPLEAÑOS DE MARÍA (Continued)

Pablo:	¡Bueno! Vamos a la fiesta de María.	Good! Let's go to Mary's party.
Ana:	¿Qué hora es?	What time is it?
Pancho:	Son las dos.	It is two o'clock.
Pablo:	María tiene una piñata.	Mary has a piñata.
Rosa, Ana & Pancho:	¡Qué bueno!	How nice!
Pancho:	Aquí está la casa de María.	Here is Mary's house.
María:	¡Hola, amigos!	Hello, friends!
Rosa, Pablo, Ana & Pancho:	¡Hola, María!	Hello, Mary!
Rosa:	Feliz cumpleaños, María. Aquí está un regalo.	Happy birthday, Mary. Here is a gift.
María:	Gracias, Rosa.	Thank you, Rose.
Rosa:	De nada.	You're welcome.
Pablo:	Feliz cumpleaños, María. Aquí está un regalo.	Happy birthday, Mary. Here is a gift.
María:	Gracias, Pablo.	Thank you, Paul.
Pablo:	De nada.	You're welcome.
Ana:	Feliz cumpleaños, María. Aquí está un regalo.	Happy birthday, Mary. Here is a gift.
María:	Gracias, Ana.	Thank you, Ann.
Ana:	De nada.	You're welcome.
Pancho:	Feliz cumpleaños. Aquí está un regalo.	Happy birthday. Here is a gift.
María:	Gracias, Pancho.	Thank you, Frank.
Pancho:	De nada.	You're welcome.

(continued)

PLAYLET: EL CUMPLEAÑOS DE MARÍA (Continued)

Rosa:	¿Cuantos años tiene usted, María?	How old are you, Mary?
María:	Yo tengo doce años.	I am twelve years old.
Pablo & Pancho:	Vamos a cantar. Vamos a cantar *Feliz Cumpleaños*.	Let's sing. Let's sing "Happy Birthday."
Rosa, Pablo, Ana & Pancho:	Feliz cumpleaños, Querida María. Hoy celebramos Con fiesta su día.	Happy Birthday, Dear Mary. Today we celebrate Your day with a party.
Pancho:	Vamos a cantar otra vez.	Let's sing again.
Rosa, Pablo, Ana & Pancho:	Feliz cumpleaños, Querida María. Hoy celebramos Con fiesta su día.	Happy Birthday Dear Mary. Today we celebrate Your day with a party.

SUGGESTED FOLLOW-UP ACTIVITIES

Distribute mimeographed copies of the playlet. Play the record and have the class repeat. Assign roles to interested pupils and have them present the playlet to the class during the periods when no telecasts are scheduled.

RECORD

SPANISH SEMESTER 2, Band 22

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 47

EXPLANATION OF TELECAST BY CLASSROOM TEACHER

How much Spanish do you understand? You are going to hear two stories today. In order that you may better understand them, when you hear them in Spanish, listen while I read them to you in English.

STORIES

ROSITA	ROSE
Me llamo Rosita. Yo vivo en Mexico. Yo vivo con mi familia. Hay cuatro personas en mi familia. Ella es mi madre. El es mi padre. El es mi hermano. Mi familia es buena. Me gusta mi familia.	My name is Rose. I live in Mexico. I live with my family. There are four persons in my family. She is my mother. He is my father. He is my brother. My family is good. I like my family.
Mi hermano se llama Panchito. El tiene doce años. Yo tengo once años.	My brother's name is Frank. He is twelve years old. I am eleven years old.
Aquí está mi casa. Mi casa es blanca y roja. Es una casa bonita. Hay muchas ventanas y dos puertas en mi casa. Me gusta mi casa.	Here is my house. My house is white and red. It is a pretty house. There are many windows and two doors in my house. I like my house.
Mi familia tiene muchos animales. Mi madre tiene una gallina roja y muchos pollitos amarillos. Mi padre tiene un burro color de café.	My family has many animals. My mother has a red hen and many yellow chicks. My father has a brown donkey.
Mi hermano tiene un perro negro.	My brother has a black dog.
Yo tengo un pato blanco.	I have a white duck.

(continued)

STORIES (Continued)

Me gusta mi familia. Me gusta mi casa. Me gustan los animales. Me gusta usted.	I like my family. I like my house. I like the animals. I like you.

PANCHITO	FRANK
Me llamo Panchito. Yo soy niño. Yo tengo doce años. Yo vivo con mi familia. Hay cuatro personas en mi familia: mi madre, mi padre, mi hermana y yo. Me gusta mi familia.	My name is Frank. I am a boy. I am twelve years old. I live with my family. There are four persons in my family: my mother, my father, my sister and I. I like my family.
Yo voy a la escuela. Rosita y yo vamos a la escuela el lunes, el martes, el miércoles, el jueves y el viernes. Vamos a la escuela a las nueve.	I go to school. Rosita and I go to school Monday, Tuesday, Wednesday, Thursday and Friday. We go to school at nine o'clock.
Hay muchos niños en la escuela. Hay una maestra bonita. Ella tiene una mesa grande y una silla grande. Ella escribe muchos números en el pizarrón. Yo escribo muchos números en mi papel. Los números son:	There are many children in school. There is a pretty teacher. She has a big desk and a big chair. She writes many numbers on the chalkboard. I write many numbers on my paper. The numbers are:
cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce.	zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.
Yo voy a la oficina.	I am going to the office.
Adiós. Hasta luego.	Good-by. See you again.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record. Follow the procedure indicated in the section entitled, "To the Teacher."
2. Have pupils bring to class colored pictures of the following: A family, a house, animals and a classroom. Have each pupil describe his picture in a few complete sentences. Remind them to use only the expressions they have been taught on the telecast.

RECORD

SPANISH SEMESTER 2, Band 23

¿SABE USTED ESTO? (DO YOU KNOW THIS?) LESSON 48

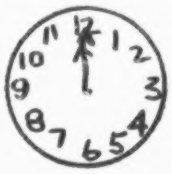
EXPLANATION OF TELECAST BY CLASSROOM TEACHER

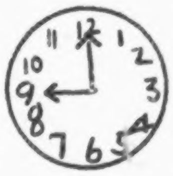
On this last telecast lesson for the semester you will have the opportunity to test your understanding of expressions dealing with articles of clothing, colors, dates, and time. You will need paper and pencil.

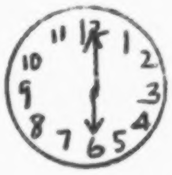
NOTE TO TEACHER: Please forward the completed test results to the studio teacher.

EXAMEN: ¿QUÉ ES ESTO?	**TEST:** WHAT IS THIS?
1. Es una falda roja. (C)	It is a red skirt.
2. Es un suéter amarillo. (E)	It is a yellow sweater.
3. Es una camisa blanca. (A)	It is a white shirt.
4. Son pantalones negros. (B)	They are black trousers.
5. Son zapatos color de café. (D)	They are brown shoes.
EXAMEN: ¿CUÁL ES LA FECHA?	**TEST:** WHAT IS THE DATE?
6. Es el doce de febrero. (B)	It is the twelfth of February.
7. Es el nueve de junio. (B)	It is the ninth of June.
8. Es el cuatro de julio. (A)	It is the fourth of July.
EXAMEN: ¿QUÉ HORA ES?	**TEST:** WHAT TIME IS IT?

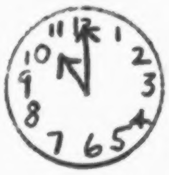
9. Son las doce. (A)

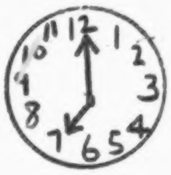

A.

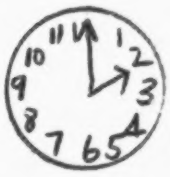

B.


C.

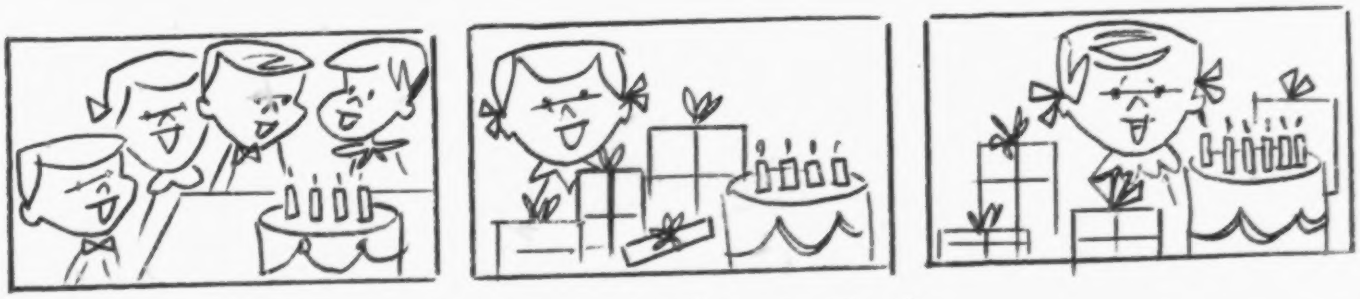
10. Son las diez. (B)


A.

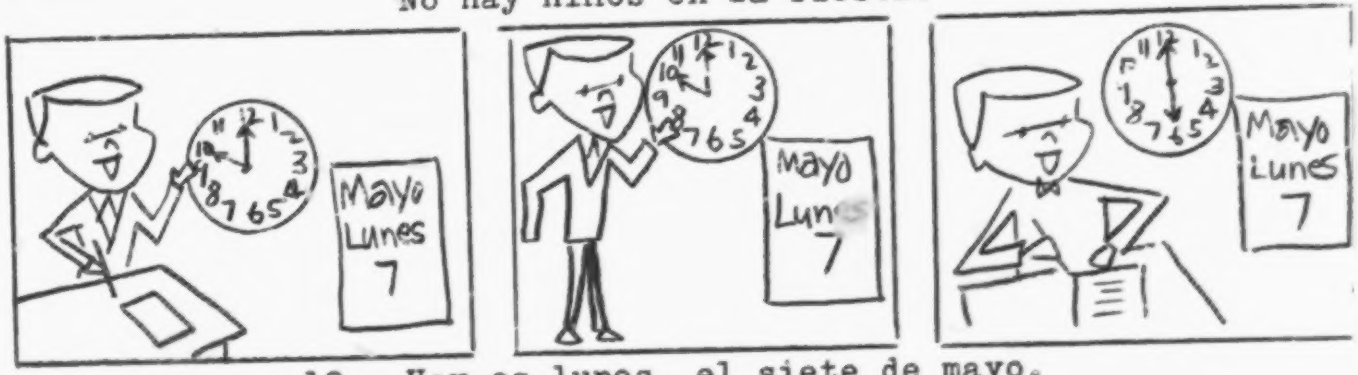

B.


C.

EXAMEN: PARAGRAPH COMPREHENSION



11. Es el cumpleaños de María.
Ella tiene cuatro años.
Hay muchos regalos en la mesa.
No hay niños en la fiesta.



12. Hoy es lunes, el siete de mayo.
Pedro está en la escuela.
Son las diez.
Pedro escribe en el papel.
Él lleva un suéter.

SUGGESTED FOLLOW-UP ACTIVITIES

Check and discuss the test answers with the pupils as you play the record.

RECORD

SPANISH SEMESTER 2, Band 24